



F. Korovkin

HISTORY OF THE ANCIENT WORLD





Fyodor Korovkin is a Doctor of History. His textbook, *History of the Ancient World*, was awarded the USSR State Prize in 1973 and has run into over twenty editions.

It provides information on the history of the ancient states in Mesopotamia, Egypt, India, and China.

The book includes the history of ancient Greece and Rome up to the fall of the Western Roman Empire in the 5th century AD.

Several chapters deal with religious views, art, and culture of the peoples of the ancient world.

F. Korovkin

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OF THE
ANCIENT WORLD**



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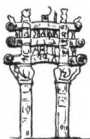
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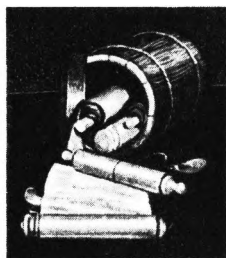
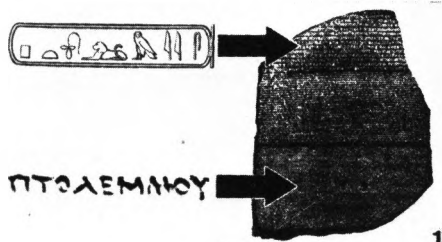
ABOUT THE HISTORY OF THE ANCIENT WORLD

History is an ancient Greek word meaning study and narrative. We call history a science studying how people lived, how their labours transformed the earth, how and why their life changed and became what it is today.

How do we know the way people lived many thousands of years ago? *Human life does not disappear on earth without trace, it leaves traces. By studying these traces scientists learn about life.*

Speaking symbols. Even in ancient times people kept records of economic activities and events. They wrote on bark, stone, tanned animal skin and other materials. The most ancient inscriptions were made about 5000 years ago (find the point on the Chronological Line on page 30-31). Books also appeared long ago. Ancient people valued them highly, preserved them and handed them down from generation to generation. We owe it to them that we can read the narratives, tales and scholarly works of ancient times.

Written historical sources. 1. An inscription on a stone slab found in ancient Egypt. On the left: two words magnified. This discovery helped decipher ancient Egyptian writing. 2. An inscription on a clay tablet. 3. Roman "books" and a wooden box for keeping them. (Later you will learn about these historical sources in greater detail)

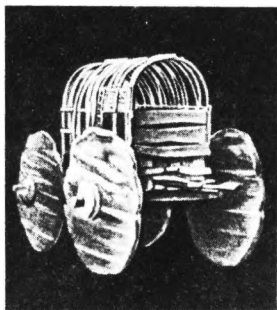


However, it is not enough to find the ancient inscriptions. We must be able to read them. Many of them were written in characters and in languages no longer used by anyone. Nevertheless, scientists learned to read the writing of most of the ancient world's peoples. Formerly incomprehensible symbols now tell us about powerful ancient states, popular uprisings, the rise of scholarly knowledge and a great deal more.

The inscriptions from which scientists gain their knowledge of history are called *written historical sources* or *historical documents*.

Objects and pictures also tell us a great deal. Besides writing ancient people left many other traces. Graves and objects made by ancient people have been found, as well as remains of their dwellings. A folk saying goes: "Show me your home and I'll tell you how you live." Scientists say: "Show us the bones of ancient man, and we'll tell you what he was like." "Show us ancient man's things, and we'll tell you what he did, what he knew and how he lived." Ancient drawings also tell us a great deal. They depict the life of people, their work, wars, holidays, and objects they used.

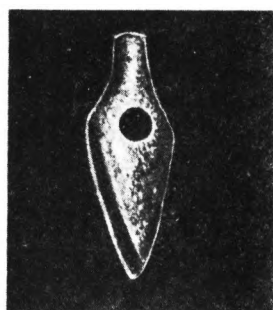
Material historical sources. 1. A wooden cart found in Armenia. 2. Drawing of a wounded buffalo on a cave wall. 3. Stone axe. 4. Ancient Greek drawing. 5. Monument in Rome. (Later you will learn what these sources told us about)



1



2



3



4



5

Ancient people's things and drawings are called *material historical sources*. They have come down to us even from the distant times when people still had no written language.

In search of traces of ancient times. You have probably noticed that traces or remnants of human activities remain on the site of settlements: construction or household litter, various objects, ashes from ovens and campfires, and all kinds of structures.

Ancient man also left his traces on earth—the cultural layer. That is the layer of ground on the site of all human settlements. The thickness of the cultural layer varies from a few centimetres to two or more metres. When scientists discover sites of human life and activity, they carry out excavations.

The science studying the life of people by material sources is called *archaeology*, which means the science concerning ancient times. Scientists who carry on excavations and study material sources are called *archaeologists*.

A trip into the ancient past. On remote islands and some other parts of the earth there are peoples who are extremely backward in terms of civilisation. Until recently they did not have their written languages and did not know metals. The life of these peoples has much in common with the life of our ancient ancestors. In order to gain a better understanding of their life some scientists went to the places where they lived. They tried to win their trust gradually adopting their way of life and thereby gaining an opportunity to study their daily life, mores and beliefs. It was as if these scientists found themselves in the distant



Australian aborigines at their hut
(photograph)

past. The study of the backward peoples' life enabled us to better understand how ancient people lived.

?

1. What does the history of the ancient world tell us about? What are the sources of our knowledge about the ancient world? 2. What is archaeology? 3. Have you ever heard or read about archaeologists' work before?

HOW TO WORK WITH THE TEXTBOOK

Not only the text but also the book's illustrations tell us about the history of the ancient world. In order to learn history well, you must learn to work with the text, questions, historical maps, pictures and tables.

In the contents you will see that the textbook is divided into four parts, the parts into chapters and the chapters into sections. Every section is divided into several subsections with headings. The headings form a short summary of the section.

There are colour plates in the textbook. Photographs of ancient works of art are furnished with the words "col. photo" and roman numerals. The colour drawings by artists of our time are furnished with the words "col. dr." and arabic numbers.

In reading the textbook refer to the map album, the number of the map is pointed out after the section title. If there are questions before the section—answer them, if you have forgotten the answers—find them in the corresponding sections. This will help you understand the new material better.

The things that merit special attention are printed in bold type or in italics.

Find the geographical names mentioned in the text on the map. Examine the drawings relating to the section. If there is a document at the end of the section, read it and answer the questions.

After reading a section prepare answers to the questions at the end. Questions and assignments are marked by a question mark and the more difficult ones by asterisks.

Prepare to retell the section. First read the first subsection and retell it aloud, then the next one and finally retell the whole section. Don't learn the text by heart. Use your own words. When you have learned to retell historical material well, you can retell the whole section instead of each subsection separately. Don't forget to mention dates, names and conclusions. Try to supplement the retelling by things you have learned from the drawings, documents and teacher's explanations. Retelling helps remember the material and also develops good habits of speech.

It is impossible to describe the entire ancient history world in a textbook. There are many other interesting books on history from which you can learn more things.

**THE LIFE
OF PRIMITIVE
PEOPLE**

PRIMEVAL GATHERERS AND HUNTERS

§ 1. WHAT ANCIENT PEOPLE WERE LIKE



1. The earliest people. The earliest people differed considerably from the people of our time and resembled large apes. Foreheads were low and retreating. The brain was larger than in apes but much smaller than in modern man. People walked leaning strongly forward. Their fingers were clumsy; people could do only the simplest things with their hands: dig the ground, grasp objects and deliver blows. People could utter only a few sounds which expressed anger and fear; they called for help and warned each other of danger.

2. Implements of labour. Man did not have such strong paws, sharp claws and teeth as large predators. But the earliest people used stones with sharpened edges. In order to sharpen the edges, people split off little pieces from the stone by hitting it with another stone. A stone with sharpened edges is called a *hand axe*. It can be used to cut a bone, make a club and sharpen the end of a stick digging the ground.

The hand axe, digging stick and club were man's first implements of labour; with their help people procured food. No animal can make even the simplest instrument of labour.

*The ability to make implements of labour was the principal difference of earliest man from animals. It was due to work that man emerged from the animal kingdom **more than two million years ago.***

3. Earliest man's activities. People gathered fruit and birds' eggs, dug out edible roots and holes where little animals lived by means of sticks and hand axes. Such activities are called *gathering*; people gathered what nature offered them.

Groups of people armed with clubs, sharpened sticks and hand axes hunted large animals which were weakened by illness and had fallen behind their herds—aurochs, deer and boars (see col. dr. 1). *Gathering and hunting were man's earliest activities.*

4. Learning to use fire. The earliest people feared fire as wild animals do. They fled from forest fires caused by lightning in great fear. The fiery lava flowing from erupting volcanoes was even more frightening.



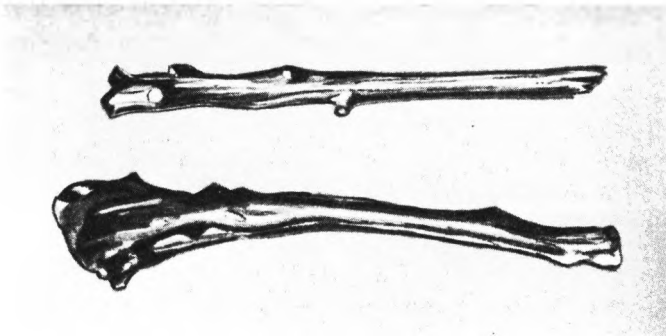
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Labour implements of the human herd. 1,2,3. Hand axes. 4. A club and a digging stick

However, people noticed that fire could be useful: it warmed them in cold weather and defended them from wild animals. Obtaining fire from forest fires or volcano eruptions people kindled campfires. Someone watched the campfire day and night adding wood all the time. If people moved to a new place they would carry a smouldering log with them. Predators did not dare attack people sitting round a brightly burning campfire at night. They would retreat before a man with a burning stick in his hands. Meat and plants cooked on the fire tasted better than raw meat and plants.

Having learned to use fire people began to differ from animals even more.

5. The human herd. The life of earliest man was very difficult and fraught with dangers. He could not always find enough food. More than half the people failed to live to 20: some were clawed to death by wild animals, others died of disease and hunger.

Earliest man could not live alone, he would be unable to procure food or maintain the fire. People would have died of hunger or have been annihilated by wild animals. That was why they lived in groups, jointly obtained food and warmed themselves round the common campfire.

A group usually had several dozen people: a larger number would not find enough food in one vicinity. The groups were not permanent. People came together and separated as wild animals do in herds. The group of earliest people is called the *human herd*.

The earliest human herds could live only in warm lands with rich vegetation where there was no need for clothing or houses. Traces of earliest man have been discovered in Africa, Asia and Europe.

?

1. How did earliest man live?
2. How did earliest man differ from people of our time?
3. What was the most important difference between earliest man and animals?
4. Approximately how long ago did man emerge from the animal kingdom?
5. What are the earliest groups of people called? Explain why.

§ 2. COMMUNITIES OF HUNTERS



1. The glacial epoch on the Earth. People had lived for about two million years on Earth. About 100,000 years ago it grew abruptly colder. The cold was particularly strong in Europe. The winters grew longer and much colder. The ice and snow did not have time to melt during the cold summer in North Europe; an enormous *glacier*—a layer of ice up to two kilometre thick—covered the ground. The tundra with sparse plants stretched to the south of the glacier. The animals accustomed to a warm climate either perished or went far south. People survived the harsh conditions of the glacial epoch.

2. Development of implements of labour. Over the course of millions of years people learned to flake stones into thin pieces, to make *spears, knives, scrapers and pins*.

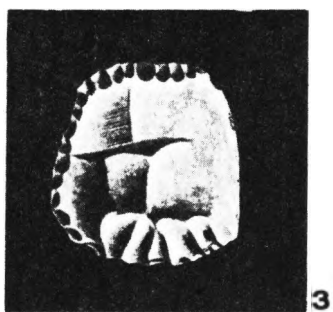
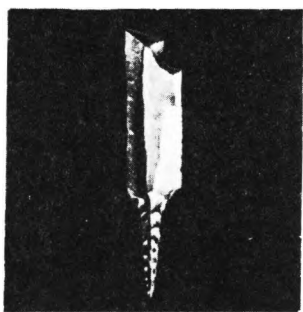
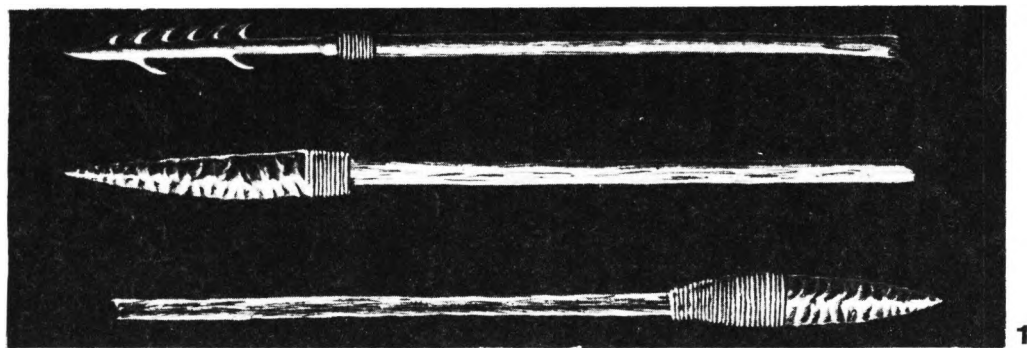
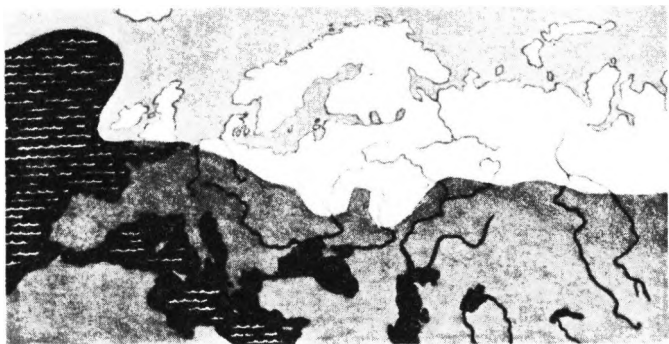
Breaking bones to eat the marrow people noticed that sharp splinters resulted. People began to make *awls* and *needles* and cut *harpoons*—jagged spear tips which stuck in animal bodies—out of bones and horns. But stone implements remained the most important for man. It was only by means of stone that he could cut wood, bones and horns.

While cutting wood people noticed that if they rubbed one piece of dry wood against another long enough it would begin to smoulder. In this way man learned to obtain fire on his own; campfires no longer depended on chance fires.

3. Hunting. Groups of people armed with spears and harpoons hunted herds of wild deer, bulls and horses. The hunters tracked down the herd, then drove the frightened animals to the edge of a cliff waving spears and burning sticks or towards other hunters waiting in ambush (see col. dr. 3).

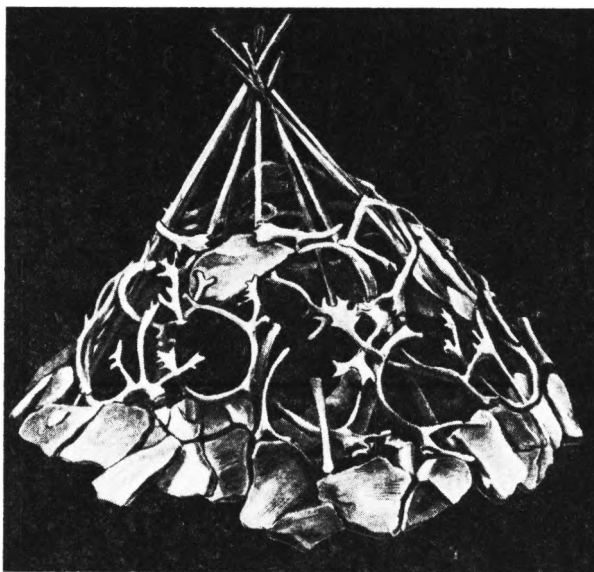
People even hunted *mammoths*, enormous hairy elephants. A mammoth could kill a man with one blow of his powerful trunk. But the hunters frightened

Territory covered by glacier during the ice age on Earth



Implements 30,000 to 20,000 years ago. 1. Bone harpoon and spears with stone tips. 2. A pin. 3. A scraper

the mammoth by fire and drove it into a trap—a hole concealed by poles and branches. Once in the hole the animal could not get out and was finished off by the hunters.



Ancient hunters' home: it was built of poles, bones and antlers covered with skins; people lived in such huts in the places where there were no caves

When the hunters managed to kill a mammoth or ambush deer or horses they had a large amount of meat. But often people searched for prey during many months and went hungry.

Hunting became people's chief activity. It provided them not only with food but also with clothing: people wore the skins of the animals they killed.

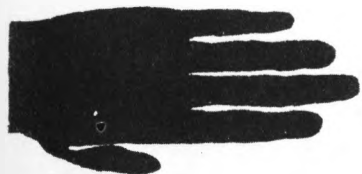
Caves were man's earliest home. People drove enormous bears and fierce lions from the caves. Later people learned to make huts out of bones and animal skins.

With the appearance of the harpoon man began to fish. He waited for a large fish to swim close to the bank and struck it with a harpoon.

4. How and why the earliest people changed. Not only the implements of labour and activities but also people themselves changed. In flaking stones, cutting horns and tanning skins, in obtaining fire, man's hand developed and his actions became more precise, his fingers more agile.

In making tools man had to determine the form of the tool, the material he would use and the work he had to do. In hunting people had to decide how the hunters would be situated, where and when the flock would be driven. Work contributed to the development of the human brain, its size grew, man's forehead became more prominent, and coherent speech arose among people. About 30,000 years ago man became similar to the people of our time. In science he is called the **intelligent human being (homo sapiens)**.

The brilliant scholar and revolutionary Frederick Engels said that **labour created man**.



2



3

From the earliest man to homo sapiens. 1. The head of a man who lived about a million years ago; about 100,000 years ago; about 30,000 years ago. (Restored according to skulls found.) 2. The paw of a large ape. 3. The hand of a man who lived about 30,000 years ago. (Restored according to ancient bones)

5. The forming of clan communities. Joint work and the common struggle against dangers closely knitted people together. About 30,000 years ago **communities** and **clans** were formed.

The clan included several dozen or hundred people. They were regarded as *relatives* claiming descent from a common ancestor. The relatives lived in one cave or built several large huts for themselves. The men hunted and fished.

The women gathered edible plants, took care of the children, cleaned the skins of fat and sewed clothes out of them. Women enjoyed respect in the clan. The children began helping adults at three or four. The food obtained by the men and the women was divided up among all the relatives. The skins, stocks of bone and horns were also common property. The *elders*, the most experienced clan members, directed hunting, the making of implements and distribution of the bag (see col. dr. 2).

Thus, *the clan community or clan is a group of related persons living and working together and possessing common property.*

The clan was more stable and better organised than the herd. The transition from the earliest human herd to the clan meant that people had risen to a new, higher stage in their development.

Yet there were similar traits in the human herd and the clan: people in them worked and owned their possessions jointly, were equal among themselves and provided themselves with the barest means of subsistence.

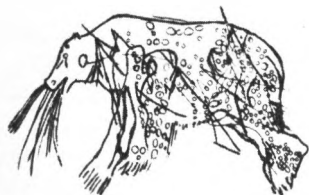
Such a way of life by the earliest people where they worked jointly and held possessions in common is called the primitive communal system. The people who lived under the system are called the primitive people.

- ?
1. Explain the words *labour created man*. Why didn't ancient people perish in the cold winters? Give three reasons you believe to be the most important ones. The following questions should help you check whether your answers are correct: a) how did the implements of labour change? b) What was the role of fire in people's lives? c) Those who violated the clan's customs were expelled from it; what fate do you think awaited them? 3. What is a clan community? Which features reflect the word community and which traits are related to the word clan? How does the clan differ from the human herd? 4. Point out the basic features of the primitive communal system. 5. Who is called primitive man?

§ 3. THE RISE OF ART AND RELIGIOUS BELIEFS

1. Earliest art. About a hundred years ago a Spanish archaeologist was exploring a cave where people lived in ancient times. Unexpectedly he found pictures of animals painted on the ceiling of the cave. At first scholars thought that these pictures had been painted recently; no one could believe that ancient man could draw. But then similar pictures were discovered in many caves. Archaeologists also found figures of people and animals carved out of bone and horns. Now no one doubted that the drawings and figures were works of ancient art.

Art arose about 30,000 years ago. *Homo sapiens* sought to depict what he saw around him. He drew hunting scenes particularly often since hunting provided him with means of subsistence. The ancient artist was exceptionally



1



2



3

1. A wounded bear (drawing in a cave). 2. A man in deerskin imitating the animal (drawing in a cave). 3. Australian aborigines before hunting

adept at drawing the mammoth with his flexible trunk, the deer with antlers branching back, a bear wounded and bleeding profusely. There are drawings of a mortally wounded buffalo and the hunter it had killed. In some caves there are pictures of people imitating animals. The person has horns on his head and a tail; he performs a dance as if imitating a deer's movements. Ancient dances arose from imitating animals and the hunters pursuing them.

Ancient works of art show that homo sapiens was a keen observer and knew animals very well (see col. dr. 4).

2. Primitive man's weakness and fear of nature. Although intelligent human beings largely differed from earliest men yet they were also helpless against destructive natural elements: lightning, floods, and dangerous illnesses. Members of one backward people told a scientist: "We fear bad weather against which we struggle to obtain food. We fear poverty and hunger in cold huts. We fear the illnesses we see every day. We fear the dead and souls of animals we hunt and kill. We fear everything we don't know."

The earliest man sought only to flee and hide from the terrifying natural elements. Intelligent human beings also tried to explain them.

3. The rise of religious beliefs. Nearly everything in the nature surrounding people is in motion: the sun and moon rise and set, thunder clouds race through the sky, plants open and wither, and even the earth sometimes shakes under people's feet. All natural phenomena have their true reasons. As a result of the progress of the natural sciences we are now aware of the causes of phenomena.

Primitive people did not know the reasons for natural phenomena. That was why they came to believe in supernatural forces which allegedly directed nature. They thought that nature was inhabited by spirits similar to but stronger than people. Spirits produce lightning, make the winds blow, help or hinder people in hunting, and cause illnesses among people.

People wanted the spirits to help them or, on the contrary, sought to drive the spirits away. In order to drive the disease from a sick person's body, they used smoke, cried loudly and brandished sticks. The hunters tried to enchant animals and secure success in hunting; with this aim they made gestures as if killing pictures of animals.

Unable to understand such natural phenomena as sleep and death, primitive man believed that there was an invisible soul living in man's body. During the sleep the soul flies from the body and encounters the souls of other people. Death was supposed to occur when the soul left the body permanently.

The belief that supernatural forces govern nature and people's lives is called *religious faith*. It arose as a result of primitive people's weakness and fear of natural phenomena and a failure to understand their natural causes.

4. How scholars learned of the rise of religious beliefs among primitive people. The earliest people who had no religion usually left their dead to be eaten by animals and birds. The graves of people who died 30,000 to 20,000 years ago discovered by archaeologists show that people began to believe in the soul at that time. They put food, implements and ornaments into the grave together with the dead body; people believed that the soul could return to the body and would need everything man needed when he was alive.

Some ancient works of art—pictures of animals riddled by spear blows—also point to the appearance of faith in supernatural forces. Study of the customs of primitive peoples helped understand such ancient rituals. Before setting out on a hunt the Australian aborigines drew kangaroos and threw spears at the picture (see page 19).

?

1. What do primitive people's works of art point to? Mention at least four things. 2. Why did religious beliefs arise among primitive people? 3. How did scholars learn about the rise of religious faith? Mention at least three sources of their knowledge.

PRIMITIVE LAND TILLERS AND LIVESTOCK BREEDERS

§ 4. THE BEGINNING OF LIVESTOCK BREEDING AND LAND TILLAGE

Recall how work was distributed in the clan community (§ 2; 5).

1. It grows warmer on Earth and people settle new lands. About 13,000 years ago it grew warmer. The glacier slowly melted and retreated north. The land became overgrown by forests and shrubbery. Animals used to the cold went north. The mammoth became extinct.

Some of the people followed the animals. Rivers and lakes did not stop them. People made first boats—*rafts* consisting of two or three logs bound together. Then they began to hollow out tree trunks and use them as boats.

Gradually people settled the northern parts of Europe and Asia.

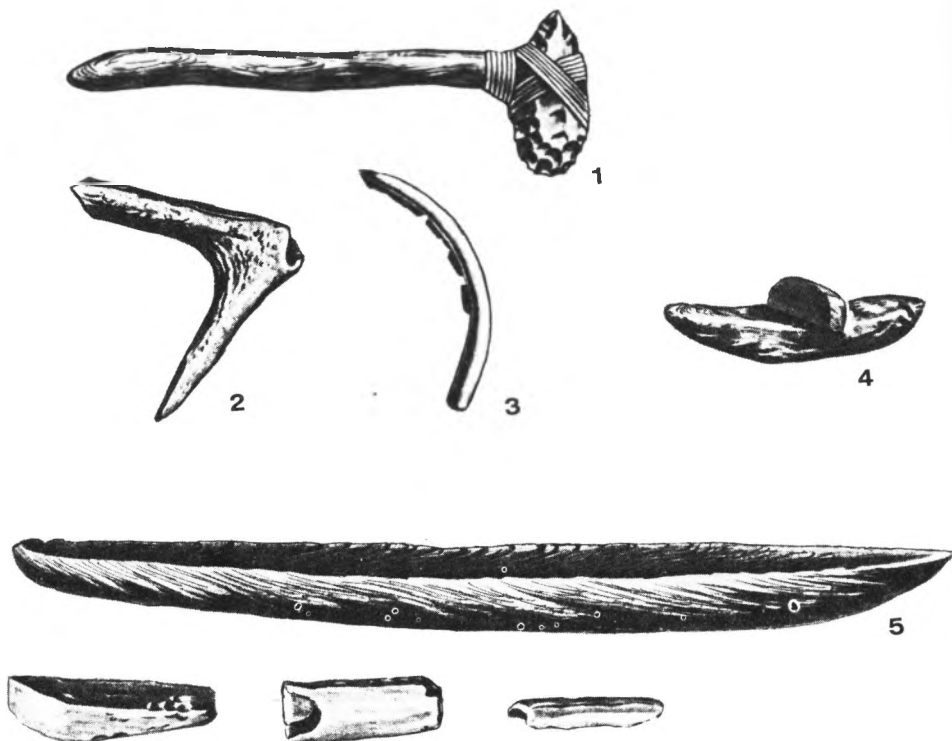
2. Taming of wild animals. Wild dogs wandered round settlements of hunters and ate discarded bits of food. Their barking warned people of the approach of other animals. Hunters tamed the dogs. *The dog became the first domestic animal*—a trusted guard and hunter's helper. Dogs discovered animals and chased them.

People learned to use the force of a flexible stick straightening out. They bent the stick and fastened its ends with a cord making a *bow*. The hunter could hit an animal with an arrow at a distance of several dozen or hundred steps.

Hunting was much more successful with a bow and a dog. When the clan had enough to eat the hunters did not kill the young of boars, goats, sheep and cows but kept them inside a fence made of strong poles. People tamed and began to breed pigs, goats, sheep and cows. In this way *livestock breeding arose from hunting*.

3. Land tillage by means of the hoe. The women who gathered edible grains made a great discovery: they noticed that a new plant grew from the seed. Women began to bury the seeds in the ground. In this way *farming originated from food gathering*. It appeared about 10,000 to 9,000 years ago.

Land tillage required *the axe, the hoe and the sickle*.



1-3. Implements of labour used by ancient land tillers: axe, hoe, sickle. 4. Grain milling stones. 5. Ancient boat hewn out of a tree trunk and stone implements with which it was made

People made an axe by fastening a sharpened stone to a stick. A stick with a knot at the end served as the earliest hoe, then the end of the hoe began to be made out of bone and horns. A sickle was made out of an animal's jaw with sharp stone flakes inserted (see the drawings on page 22 and 25). Since the principal implement in the earliest farming was the hoe it was called *hoe agriculture*. Hoe agriculture yielded low harvests. Still, it was better than gathering in providing the clan with plant food.

4. The first crafts. *Crafts* developed on a par with land tillage and livestock breeding. The making of various objects by hand is called crafts.

People became very skilled in making things out of stone: about 7,000 years ago they learned to drill and grind stone.

Having noticed that clay hardens in the fire, man began to mould and bake pots and other vessels. People began to make hearths out of clay and stone.

People wove baskets out of twigs and tree bark. This helped them learn to make nets and weave clothing out of wool and flax.

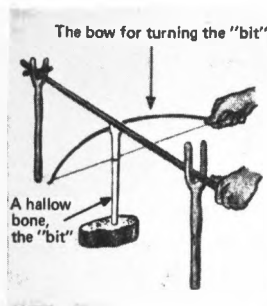
5. The clan and the tribe. Man was unable to cultivate fields and harvest crops by means of stone and bone tools on his own. Only a whole clan could clear the ground from shrubbery and forest, hoe the soil and protect the crops and cattle against wild animals. The harvests obtained from the common field and the livestock belonged to the whole clan. Those kinsmen who were skilled at making things out of stone, clay, wool and flax provided the whole clan with them.

Several clans living in one place made up a **tribe**. The entire tribe spoke one language and had similar customs.

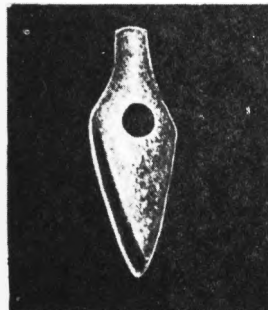
Tribal affairs were run by a *council of elders*: the council distributed hunting ground, land for grazing livestock and for agriculture among the clans and settled quarrels between kinsmen. The elders enjoyed general respect, and the tribe obeyed their orders without fail. The elders would call a meeting of the whole tribe to decide particularly important matters.

Occasionally wars flared up between tribes over land convenient for crops or grazing. For the time of the war the men elected a *chief*, the leader of the warriors.

The appearance of land tillage and livestock breeding was tremendously important for the primitive people. Before that time man had only taken what nature gave him: gathered plants, hunted animals and caught fish. Land tillers and livestock breeders grew plants and bred animals themselves.



1



2



3



4

The most ancient crafts: tools of labour and items. 1. A bow drill for boring stone. 2. A stone axe with a hole drilled in it. 3. An ancient weaving loom. (Reconstructed, or restored according to available remnants and descriptions.) 4. A clay pot



A settlement of ancient land tillers and livestock breeders (the drawing is by an artist of our time). *What implements are depicted and what are the people doing?*

- ?
1. From what more ancient activities did land tillage and livestock breeding originate? What role did the stone axe play in land tillage and livestock breeding?
 2. Write a short story about the work of ancient farmers.
 3. Did the primitive communal system remain among the earliest land tillers and livestock breeders? Prove your point.
 4. Using the Chronological Line determine, approximately when people invented the bow.

§ 5. THE RISE OF INEQUALITY AMONG PEOPLE

1. The beginning of metalworking. Some tribes lived in places with large *copper* deposits. Pieces of copper in the stone hearth melted in the fire. Cooling the pieces assumed different shapes. People noticed this property of copper and began to make things out of it. A hole of the needed form was made in clay or a soft stone and the smelted copper poured into it. As it cooled the copper took on the form of the hole. Axes, knives, sickles and other objects were cast out of copper. People also learned to make things out of gold and silver.

The time when the principal implements of labour were made of stone was called the Stone Age. That age ended with the appearance of copper implements among people and the age of metals began. In some countries copper-working began about 7,000-6,000 years ago, in others considerably later (find the point on the Chronological Line).

Copper is a soft metal, objects made out of it wear out quickly. Most land tillers still worked with wooden and bone hoes and sickles. But it was easier

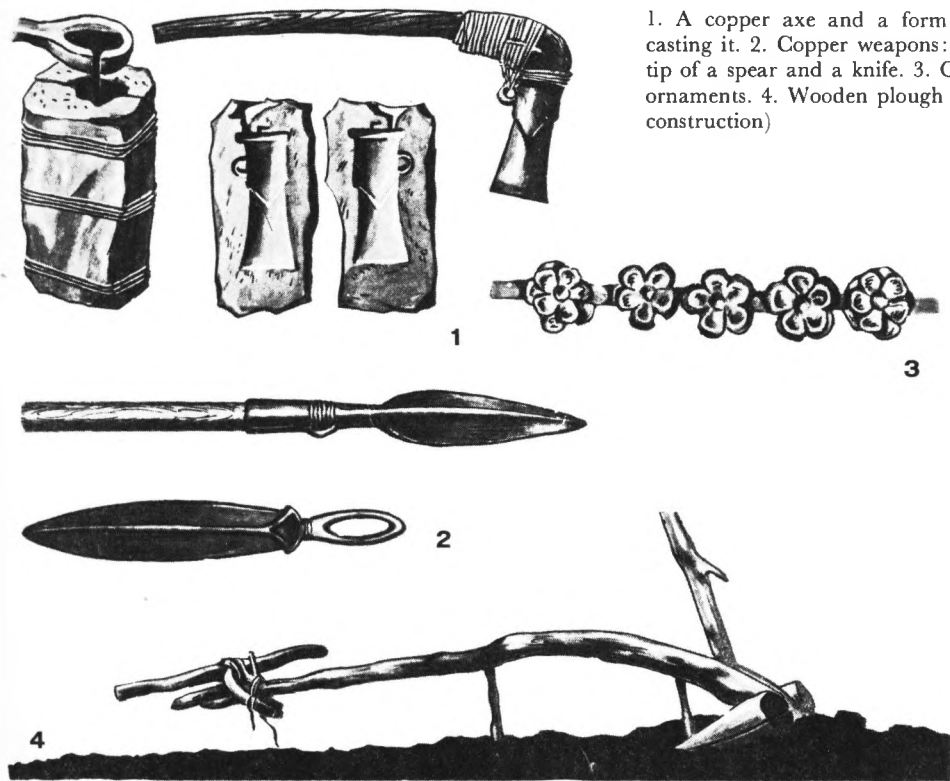
to make things out of wood and bone by means of copper tools. Wooden and bone implements were improved considerably.

2. Invention of the plough. Land tillers increased the size of the hoe and fastened a handle to it. Several people pulled the hoe along the field while one person walked behind and pressed the hoe down so it would go deeper into the ground. That was how the *plough* was invented to make furrows in the soil. Bulls were made to pull the plough. Invention of the plough speeded up and improved soil cultivation. It was difficult for a woman to have to do with the plough and the oxen. This became chiefly a man's job.

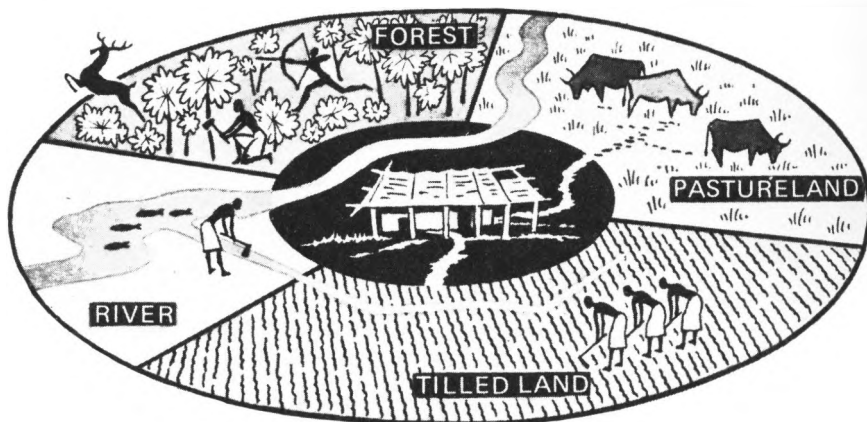
3. From the clan community to the territorial community. As before, the land belonged to the whole community. All its members grazed their cattle on the common meadow and hunted in the common forest.

However, one family could now plough a field and harvest the crops on it. There was no need for the whole community to cultivate the soil jointly. The elders divided the community's fields into *plots* for the families making up the community.

Each family cultivated its plot; it had its own implements and several head of cattle. The harvest obtained from the plot also belonged to the family.



1. A copper axe and a form for casting it. 2. Copper weapons: the tip of a spear and a knife. 3. Gold ornaments. 4. Wooden plough (reconstruction)



The clan community developed into the territorial community (a scheme). Compare the drawings and see what has changed and what has remained the same. Find at least four changes



The community as an economic unit was broken up into individual family households.

The composition of the community also changed. Neighbours who took part in clearing the land were also accepted. *The clan community was gradually replaced by the territorial community.* Members of the territorial community are called *community peasants*. They jointly owned the land but each family worked in its own plot.

4. The emergence of noblemen from among the community members.

With the breaking up of the community into family households, equality among community members began to disappear. The elders and chieftains seized the largest and most fertile plots of land. They appropriated most of the booty captured during war—cattle, copper and gold. The leaders and chieftains grew rich, while the other community members poor.

From a temporary title chieftain became a permanent post. The sons of a chief also became chiefs and the sons of the elders also became elders. A person's position began to depend not on his experience and merits but on the family to which he was born. The families of chieftains and elders were called *noble families*. The *noblemen* established their power over the tribe.

The appearance of inequality among people can be seen from the graves. Excavating graves archaeologists find crocks of pottery for food, occasionally implements, in some of them, and expensive weapons and precious ornaments in others.

The breaking up of the clan as an economic unit and the appearance of inequality among people brought the primitive communal system to its demise.

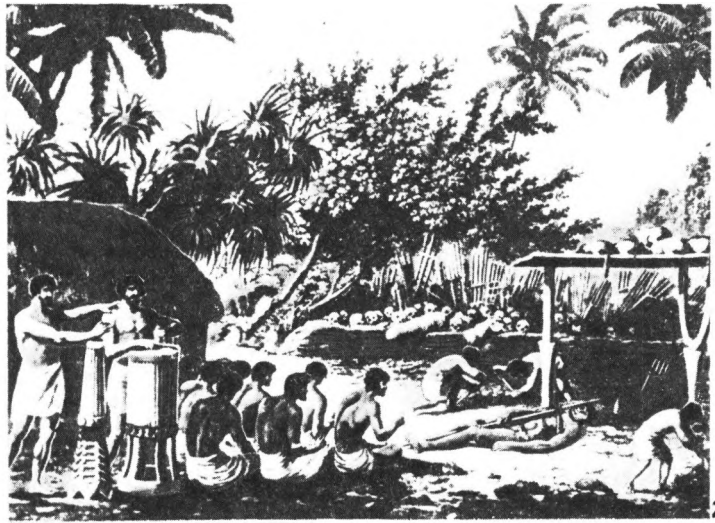
5. Religious beliefs of land tillers in the community. People's life changed and so did their religious beliefs.

For the land tiller the most important were the spirits of those natural elements on which his life depended: the sun which warmed his crops, the clouds which watered his fields, and the seeds growing in the ground.

People believed that these spirits were almighty *gods* according to whose will the spring came, it rained and the harvest ripened.

People imagined gods in the shape of animals or people. They carved images of gods from wood or stone and these images are called *idols*. In order to get

1. A wooden idol worshipped by Indians. 2. Human and animal sacrifice (the drawing was made by an European who witnessed the sacrifice on an island in the Pacific Ocean). The bound man to be sacrificed lies on the ground. Two tribesmen are beating the drums to drown out his cries. In the background are skulls of humans sacrificed earlier. Sacrificed animals lie on the wooden platform



into favour with gods people offered gifts—*sacrifices*: killed domestic animals and sometimes even people. The idols' lips were smeared with the blood of the victim.

- ? 1. What was there in common between the clan and the territorial community? What were the differences? 2. Which features of the primitive communal system were retained in the territorial community and which disappeared? 3. Who were called noblemen? In what way did their position differ from that of the rest of the community members? 4. How did the religious beliefs of the land tillers differ from those of the primitive hunters?





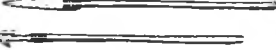
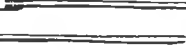






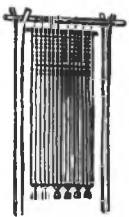
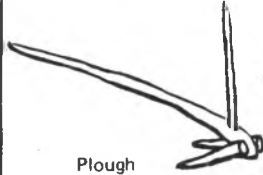


CHECK YOUR KNOWLEDGE OF THE HISTORY OF PRIMITIVE MAN

The earliest people on earth largely differed from modern man.

When did the earliest people appear on earth? In what way did they differ from animals? In what way did they differ from modern man?

As a result of work people themselves developed,

How did people develop? When did homo sapiens appear?

Time	Implements	Other artifacts
From the earliest times up to 200,000 years ago	 Hand axe  digging stick  club	
30,000 to 20,000 years ago	 Spear  harpoon  scraper	 Clothing made of skins
13,000 to 7,000 years ago	 Bow  axe  hoe  sickle  boat  loom	Clothing made of fabric and pottery
6,000 to 5,000 years ago	 Plough  copper axe  copper sickle	Copper weapons, gold and silver ornaments

Which illustrations in the textbook point to the appearance of intelligent man?

improved their implements,

Describe how primitive people improved their implements. Check the table to see that you haven't missed anything in your story.

made many useful observations regarding nature.

What important natural phenomena did the primitive people observe? How did they use their observations?

New activities arose and developed among people.

Point out primitive people's activities in the order in which they appeared.

People lived under the primitive communal system for more than two million years.

What are the basic features of the primitive communal system? Why could the primitive people live and work only in groups?

Inequality arose among people several thousand years ago.

How did inequality arise among people? How was it reflected?

Chief activity	Primitive men and their collectives	Arts and religion
Food-gathering, hunting individual animals	The human herd of the earliest people	No arts or religion
Hunting, fishing, food-gathering	The appearance of homo sapiens The forming of clan communities	Sculpture and cave painting. Appearance of magic, belief in the soul and spirits of nature
Hunting, food-gathering, taming of animals, hoe land tillage, crafts	Clans and tribes	Worship of the natural elements having to do with land tillage. Idols and sacrifice
Land tilling, livestock breeding and crafts	The clans begin to break up and territorial communities arise. Tribal chiefs and elders grow stronger	

Primitive people's helplessness against nature led to the appearance of religion.

What religious beliefs appeared among the primitive people? How did scientists learn of primitive people's beliefs?

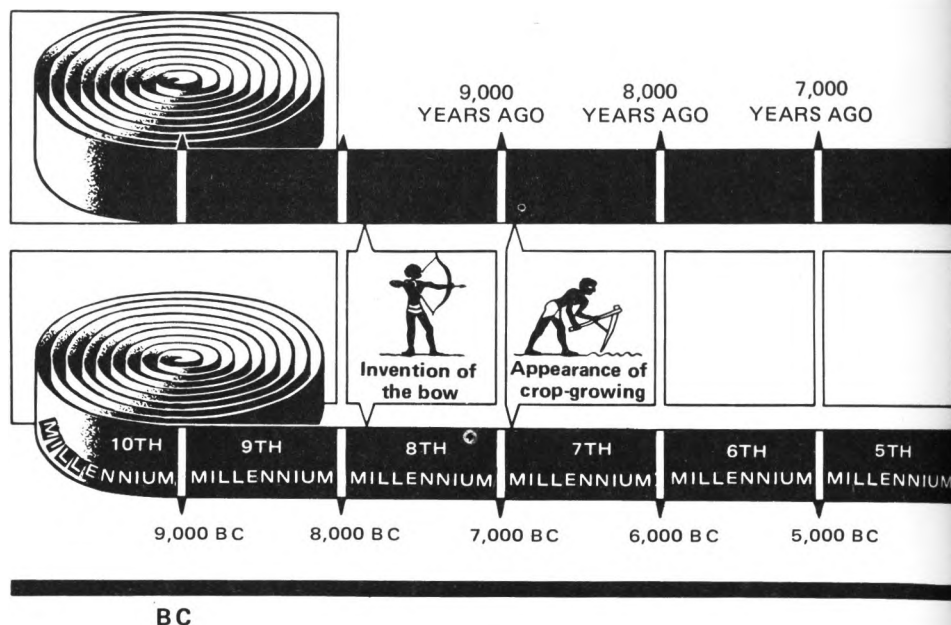
CHRONOLOGY IN HISTORY

1. How time was measured in ancient ages. Land tillers knew that summer, the harvest time, occurred regularly. They counted time by periods from one harvest to the next. That was how time began to be counted by years.

People called a year in which a particularly memorable event happened the first year. For example, in one country years were counted from a big flood, in another from the founding of the capital, Rome. The next year was called second year, the one after that the third year and so on. Years were counted differently in different countries. This was very inconvenient.

2. Anno Domini. A legend appeared about two thousand years ago that god came down to earth from the heavens and lived on earth under the name of Jesus Christ. Although the legends were invented, many people believed them. (You will read how the legend of Christ arose and why it was believed in in § 58.)

These legends were widespread in many countries 500 to 600 years later.



It was then that it was invented in what year from the founding of Rome Christ was allegedly born, and years were counted from that time. We continue to make use of those dates because most of the world has adopted them. If we write 1870 or 1917, an American, a Japanese and a Pole understands when an event took place. We call the year **Anno Domini** or **AD** for short.

One hundred years make up a *century*. Ten centuries make up a *millennium*. Nearly two thousand years or two millennia have lapsed since the beginning of the Christian Era (AD).

3. Counting years Before Christ. Many events occurred before the Christian Era. We say they were **Before Christ** and write **BC** for short.

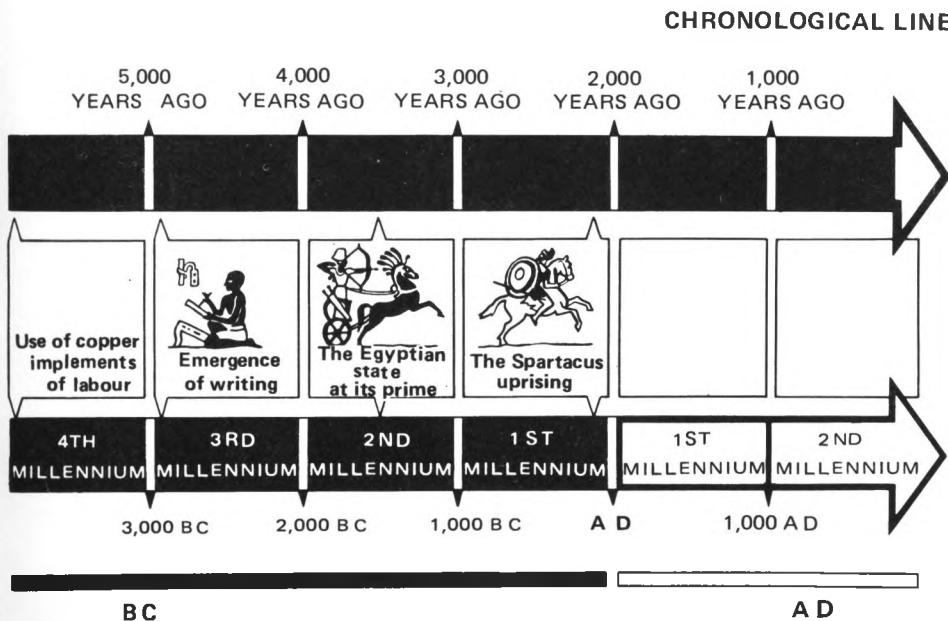
Consider the Chronological Line below. Each segment on it represents a thousand years. Land tillage began about 7,000 years BC. How many thousand years have passed since then?

About 7,000 years passed before the Christian Era plus 2,000 years of the Christian Era, a total about 9,000 years.

Copper implements appeared about 4,000 years BC. Therefore this was $4 + 2 =$ about 6,000 years ago.

Recite the rule: how can you find how many years ago an event happened if you know how many thousand years *BC* it occurred.

Writing arose about 5,000 years ago. How many thousand years BC did it arise? Of the 5,000 years 2,000 years fall to the Christian Era, therefore writing arose $5 - 2 = 3$ thousand years BC.



Recite the rule: how do you find out how many years BC an event took place if you know how many thousand years *ago* it happened.

Count the following.

The bow was invented about 8,000 years BC. Approximately how many years ago was it? (refer to the Chronological Line).

Writing arose about 5,000 years ago while copper working began about 4,000 years BC. What was sooner and how much sooner?

*** Additional problems**

The Life of Primitive People

* One tribe had words meaning skin, fence, pot, roof, spear, ore, hut, to sow and to melt. What can you tell about the life of that tribe?

* Count how many generations of primitive people lived during one million years if the average time between two generations is taken as 20 years.

* Name the sources of our knowledge about the religious beliefs of primitive people.

THE ANCIENT EAST

ANCIENT EGYPT

In ancient times all the peoples of the world lived under the primitive communal system and engaged in food gathering and hunting. Gradually they passed over to land tillage and livestock breeding. Agriculture developed more rapidly in the places where the soils were soft and fertile and it was warm. In the lands where such favourable conditions for agriculture were absent, it developed much more slowly. Some peoples have not engaged in agriculture until our age.

Ancient Egypt in *Northeastern Africa* was one of the countries where land tillage and livestock breeding developed quickly.

§ 6. THE NATURE OF ANCIENT EGYPT AND THE ACTIVITIES OF ITS INHABITANTS

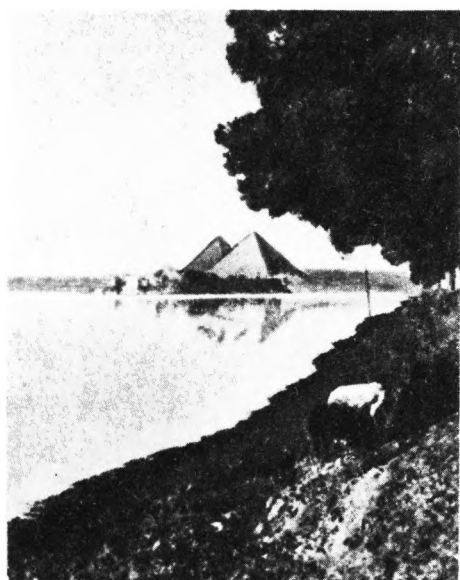
(Maps 1 and 2)

1. The geographical location of ancient Egypt. It rarely rains in Northeastern Africa and it is very hot most of the year. A sandy and stony desert stretches for thousands of kilometres there.

One of the greatest rivers in the world, the *Nile River*, crosses the desert from south to north. The Nile flows out of large lakes situated in *Central Africa* (find the lakes and the Nile on map 1). The river races through rapids and then flows quietly for about 700 kilometres in a deep *valley*. A lowland lies in the place where the Nile flows into the *Mediterranean Sea*. The river branches out here forming a *delta* (find the rapids, the valley and the delta of the Nile on map 2).

Ancient Egypt was situated in the valley and delta of the Nile from the rapids to the sea.

2. The Nile's floods. There are pouring rains in Central Africa at the beginning of the summer. The lakes from which the Nile begins overflow.



Shadoof (ancient Egyptian picture)

The valley of the Nile River (photograph)

The snow melts in the mountains where the tributaries of the Nile have their sources; torrents of water run down into the river eroding rock. The water rises quickly in the Nile; the river leaves its banks and floods the valley.

At floodtime the Nile carries masses of water plants from the lakes. The water becomes bright green. Then the river becomes red as blood from the eroded rock. Small bits of the decayed plants and rock are deposited on the flooded banks in the form of silt. In November the water level falls and the river returns to its bed. After the flood the soil in the valley is not only filled with moisture but also covered with a layer of dark, very fertile silt.

The Nile's floods did not water the whole valley evenly. A barren desert remained on the higher places which the water did not reach. In the low spots the water formed swamps overgrown by reeds and shrubbery. Lions stalked their prey in the bushes, while swarms of poisonous serpents lived in the swamps. Myriads of swamp insects were carriers of fever.

3. People against sands and swamps. In order to plant crops people had to reclaim land from the desert, swamps and shrubbery.

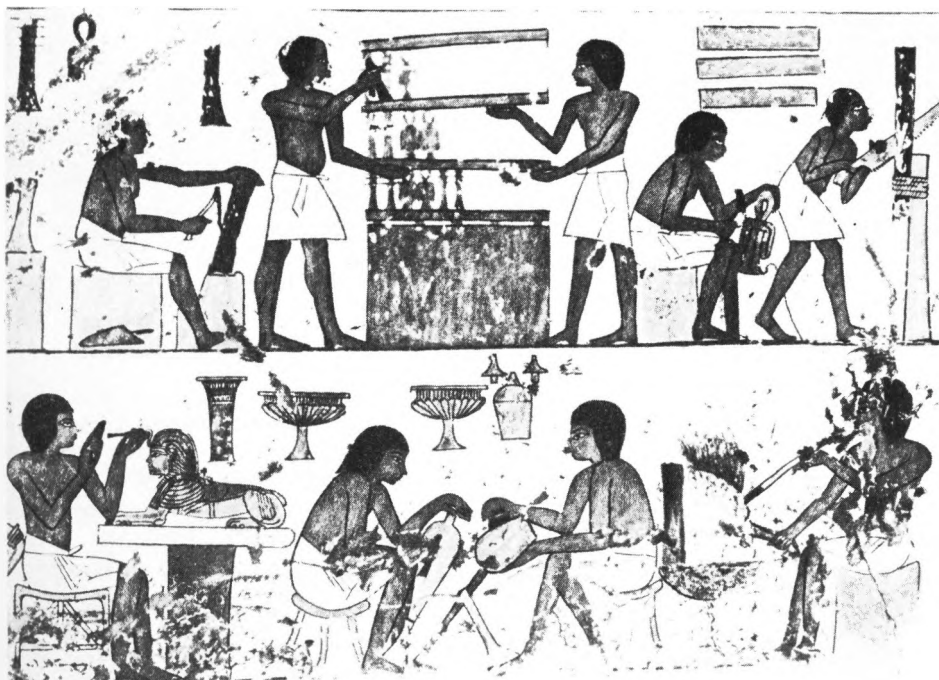
The *Egyptians*, the inhabitants of Egypt, dug canals through the swampy lowlands in order to drain the excess water and cut down the shrubbery and reeds. The Egyptians divided the valley into individual sections by means of *dikes* made of clay mixed with reeds. Gates were made in the dikes and during floods the amount of water the fields required was let in through them. Water from canals was lifted to the fields which were not reached by the flood by means of *shadoofs* (see the drawing above left).



Agricultural work in Egypt (picture on a tomb wall; slightly damaged). *Read the text and explain what the people on the picture are doing. In what order?*

The wind from the desert blew sand into the canals, but the people cleared the canals. The floods washed away the dikes but the people restored them.¹ The sands and the swamps were forced to retreat as a result of people's persistent efforts.

¹ At the present time the Nile's floods are regulated by an enormous dam near the city of Aswan built with Soviet assistance.



Egyptian craftsmen at work (picture on a tomb wall). *What are the craftsmen doing and what materials are they working with? Can you see any implements still used today?*

4. Agriculture: the Egyptians' chief occupation. Soft and moist after the flood the soil was easily cultivated by the hoe and the light wooden plough. Sowing the softened soil the Egyptians drove sheep, goats and hogs through the fields: the animals trampled the seeds into the ground. In order to extract the grain the grain ears were spread over the ground and cattle driven over them.

Agriculture became the Egyptians' chief occupation. Barley, wheat and flax grew in the valley and delta of the Nile, vegetables and fruit ripened in the gardens.

5. Crafts and barter in ancient Egypt. The land tillers built huts of clay and reeds, wove cloth, made hoes, ploughs and pottery. Those who learned to do these things better than their neighbours ceased to cultivate the land. They became carpenters, potters, weavers and other *craftsmen*. The children of craftsmen helped their parents from childhood and learned from them. The making of weapons and copper implements, and golden ornaments required particularly high skills.

At first craftsmen made things only for their community receiving grain and other products in exchange. But then they began to barter with people from other communities.

The Nile was a convenient communication route facilitating the barter of goods. The river was navigable the year round. Boats with grain, lumber and things made by craftsmen went up and down the river. Towns arose on the banks of the Nile. Goods were exchanged in the towns and craftsmen lived and worked there.

Persistent work by the people transformed the valley of the Nile. From a place almost unsuitable for people to live in, Egypt turned into a densely populated agricultural country.

- ? 1. What would the Nile valley be like were it not for the floods? 2. What natural conditions in Egypt were favourable for land tillage and what natural conditions hindered it? 3. How did people manage to make the Nile valley favourable for life and agriculture? 4. What was the role of the shadoof in the ancient Egyptians' agriculture?

§ 7. THE EMERGENCE OF CLASSES IN EGYPT

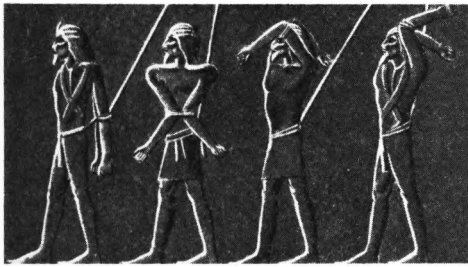
Recall how the position of chieftains and elders changed with the development of land tillage, livestock breeding and the crafts, and who was called a nobleman (§5; 4).

1. Causes for the emergence of exploitation of man by man. Primitive hunters procured the barest minimum of food; even little children and old people had to get food for themselves. It was senseless to force other people to work for you: everything they would have produced would go to feed them.

In Egypt land tillers produced more by their work than the hunter could. Fertile soils in the Nile valley yielded good harvests, particularly after the invention of the plough. A person could grow more grain and breed more cattle than he needed to feed himself. The harvest obtained was not only sufficient to feed those who worked on the field but also provided a certain surplus. Now it became profitable to force people to work so as to take away the surplus they produced. The grain and cattle could be exchanged for copper, gold, silver and things made by craftsmen.

With the development of agriculture in Egypt an opportunity emerged to exploit people. To exploit people means to take away for oneself what other people produced by their labour. Exploitation is appropriation of what has been created by the labour of other people.

2. The appearance of slaves and their exploitation. At first the Egyptians killed the prisoners they captured during wars between tribes. That was why prisoners were called "dead people" in Egypt. When human labour began to yield a surplus, prisoners were no longer killed. They were seized by the noblemen and turned into **slaves**. Slaves were called the "living dead".



1. "The living dead" (ancient Egyptian picture). 2. "Booty" captured in one of the countries of the ancient East (Egyptian picture). *How did the ancient artist show that the people on drawings 1 and 2 are from different countries?*

From early morning to late night slaves raised water by means of shadoofs to the fields, dug canals, built dikes, and cut stones for buildings. The slaves had no property. They were the property of their masters. The slave-owner appropriated everything they produced by their labour. He gave the slaves the barest minimum of food so they could work. The slave-owner could whip them, sell and even kill them.

There were fewer slaves in Egypt than the community peasants. But the slaves did important work in irrigation and land draining. The noblemen possessing slaves gained control over that work and over the distribution of water for the fields.

3. Exploitation of peasants by noblemen. Most of the land in Egypt was cultivated by the **community peasants**. Each peasant worked on his own plot using his own implements. In addition, they cleared the land, dug canals and built dikes.

The noblemen supervised the irrigation and drainage work, took for themselves the best plots of cleared land. Gradually they strengthened their power over the peasants. The peasants had to give them part of their harvest and cattle.




4. The emergence of classes in Egypt. In the 4th and 3rd millennium BC Egypt's population came to be divided into the **classes of exploited and exploiters**.

The position of the class of slaves was the worst of all.

-Another exploited class were the peasants.

The exploiter class of **slave-owners** consisted of the nobility. The slave-owners did not work but lived from the labour of the slaves and the peasants. They differed from the other inhabitants of Egypt even in appearance. The slave-owners' dress was made of fine linen; they wore copper swords with golden handles on their belts. They had golden bracelets on their hands and necklaces. Slave-owners lived in luxurious houses surrounded by shady gardens. The tribal chieftains were the wealthiest slave-owners.

Classes in Ancient Egypt

Class	What it had	Exploiter or subject to exploitation
Slave-owners 	Land, slaves, herds of cattle, implements and gold	Appropriated the products created by the labour of the slaves and peasants
Peasants 	Small plots of land, implements of labour and some livestock	Yielded part of what they produced to the noblemen
Slaves 	Owned nothing, and belonged to the slave-owners	Everything they produced belonged to the slave-owners

The slave-owning system began to emerge in Egypt. Under the slave-owning system some of the people—slave-owners—owned other people—slaves, exploited them and disposed of their labour and lives.

- ?
1. Explain what exploitation is. Why did it become possible for some people to exploit others?
 2. Why were prisoners killed at first in Egypt, and in the 4th and 3rd millennium BC spared?
 3. What was the difference between peasants and slaves? What did they have in common? Whose position was worse? Prove your point.
 4. Referring to the text, the tables, and illustrations tell about the position in Egypt of a) slaves, b) peasants, and c) slave-owners.
 5. What differences between the slave-owning and the primitive communal systems have you learned?

§ 8. THE RISE OF THE STATE IN ANCIENT EGYPT

Recall what changes occurred in tribal rule during the splitting up of the clan communities (§5; 4).

1. Early states in Egypt. With the emergence of classes of exploiters and the exploited the struggle between them began. The peasants resisted the seizure of land by the noblemen and refused to give up what they had

earned by their hard labour. The slaves sought to regain their freedom and did not want to work for the slave-owners. The resistance of the peasants and the slaves could be overcome only by force, and only force could make them obey the slave-owners.

The slave-owners sought the help of the tribal chieftains. The wealth amassed by the chieftain enabled him to recruit numerous guards and whole groups of warriors. The *guards* and the *warriors* hunted down the runaway slaves, guarded fields, herds and slave-owners' homes. They whipped, imprisoned and executed the rebel peasants and slaves.

With the increase in the number of guards and warriors the power of the chieftain grew stronger. He became the autocratic ruler of the tribe and decided all matters himself. The chieftains became *kings*.

States arose in Egypt in the 4th millennium BC; they were run by the kings who relied on troops, guards, hangmen and prisons.

The state was the force by means of which the slave-owners retained their domination over the exploited—the peasants and the slaves.

2. Egypt united under the rule of the pharaohs. At first there were about forty states in Egypt. Their kings often warred against each other. The victor would incorporate the possessions of the defeated kings into his kingdom. One of the kings conquered all of northern Egypt—the delta of the Nile, while another conquered the entire south, the river valley.

What does this ancient Egyptian picture tell us about? (It was carved on a stone slab about 3000 BC.) In the centre stands a warrior who has defeated the enemy; the tall crown of the South Egyptian kingdom resembling a bottle worn by the warrior shows that he is a king. The God Horus shown as a falcon holds a rope with a head attached—prisoners-slaves were counted by heads like cattle. Every stalk of the plant on which the falcon is seated means a thousand prisoners. The fleeing enemy is below. The king's servant carrying his sandals is on the left. A goddess with a cow's horns is shown above



About **3000 BC** the king of the Southern kingdom conquered the north of Egypt. These wars are depicted on a stone (see the drawing on page 41 and the table on page 78). Now there was one state whose lands stretched from the rapids on the Nile to the Mediterranean Sea. *Memphis* became the capital.

The kings of the Egyptian state were called *pharaohs*. The Pharaoh had unlimited power, he held sway over the people, the land and water throughout Egypt. After a Pharaoh's death his power passed on to his son or another relative.

3. Expeditions of conquest by Egyptian troops. In the reign of Pharaoh *Zoser*, around 2800 BC, the Egyptian kingdom reached considerable power.

The Egyptian troops undertook expeditions to *Nubia* situated to the south of the Nile rapids and the *Sinai Peninsula* to the east of the delta. An Egyptian military commander described an expedition to a foreign land:

The troops returned victoriously,
having devastated a neighbouring country,
having razed its gardens and vineyards,
having lighted bonfires in all its villages,
having killed many tens of thousands of people in it,
having captured a multitude of prisoners in it.
The king praised me greatly for it.

(Note the booty captured during the expedition which the military commander tells about.)

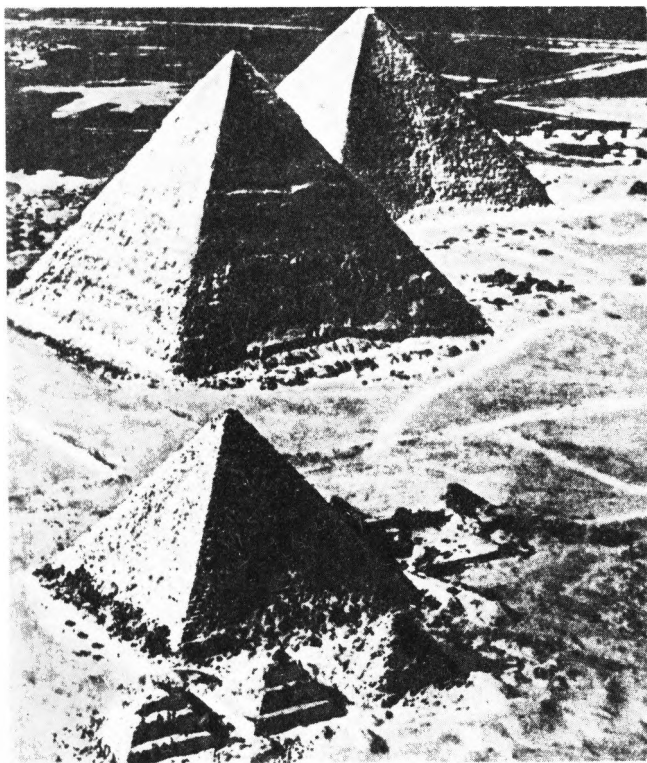
4. The building of the pyramids. Zoser and the pharaohs who ruled after him ordered *pyramids* to be built. Pyramids were enormous *stone tombs* in which the pharaohs' bodies were placed.

The largest pyramid was built about 2600 BC for the Pharaoh *Cheops*. It is almost 150 metres high. A walk round the pyramid is one kilometre long. It took 2,300 blocks of rock to build; the smallest of these blocks weigh two and a half tons. A narrow passage led into the depth of the pyramid, to a small room where the *sarcophagus* with the Pharaoh's body stood.

The ancient Greek historian *Herodotus* described how the pyramids were built. Guards forcefully recruited peasants and slaves from the entire country to build the pyramid. About 100,000 people worked on the pyramid simultaneously. Some cut the blocks in the mountains, others pulled them on sleds. Still others hewed the blocks and put them in place. Overseers lashed the builders to make them work (see col. dr. 7).

It took 30 years to build the road from the quarries to the pyramid and the pyramid itself. While the peasants built the pyramid weeds grew on their plots and sand filled the canals irrigating their fields. Although the work force was replaced every three months, thousands died as a result of the gruelling work and whipping.

The *Sphinx* was hewn out of solid rock not far from the pyramids: it was an enormous 20-metre high statue of a lion with the face of a Pharaoh.



2

1. The pyramids (photograph taken from an aircraft). The furthest one is the Great Pyramid of Cheops. In ancient times the pyramids were regarded as one of the wonders of the world. In the foreground are the tombs of the king's kin and the noblemen. 2. The Great Sphinx (photograph)

The stone giant was so frightening for the population that it was called the *father of terror*.

Even today the pyramids rise in the desert as silent witnesses to the Pharaoh's unlimited power.

- ? 1. Did the state exist in the primitive communal system? Why did the state appear in ancient Egypt? 2. What are the basic features of a state? 3. With what aims did the pharaohs wage war? 4. How many thousand years ago did a united state form in Egypt? How many centuries ago was the Great Pyramid of Cheops built?

§ 9. GOVERNMENT AND THE STRUGGLE OF CLASSES IN EGYPT

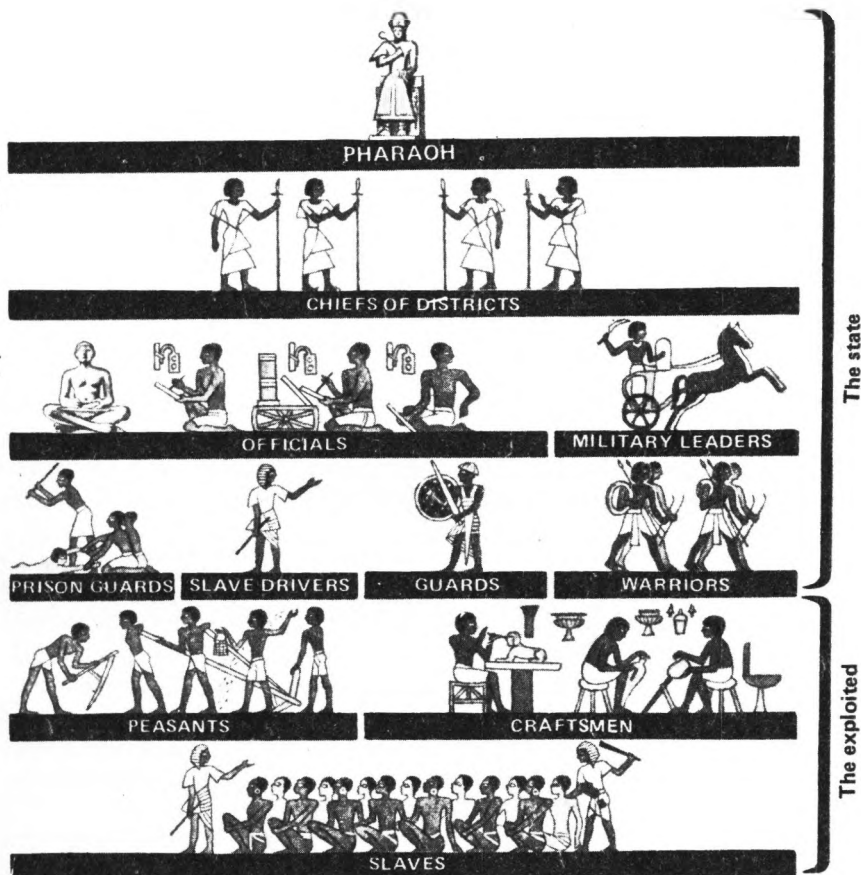
1. **"Kill the insurgent", "elevate your nobles"**. In order to maintain his power over the entire country the Pharaoh appointed noblemen to rule the regions into which Egypt was divided. The *rulers* had large numbers of *officials*, guards and warriors at their disposal.



1. An ancient Egyptian statue of the Pharaoh. He has a helmet on his head. 2. Punishment by sticks (ancient Egyptian picture). 3. Collecting taxes from the peasants (ancient Egyptian picture)

The officials tried people who threatened the lives and property of the slave-owners, or disobeyed the Pharaoh's orders. The Pharaoh demanded: "Stamp out insurgents, kill the insurgent, destroy his relatives, erase any memory of him." "The most dangerous enemies are the poor." An official boasted: "I inspired terror among the crowd. I brought prisoners to their knees, I forced the insurgent to admit his mistakes," i.e. tortured him into making admissions. For their services the Pharaoh gave noblemen and officials cattle and slaves. The Pharaoh taught his son: "Elevate your nobles, promote your warriors, give them land and cattle."

2. Collecting taxes; the peasants' labour duties. Officials recorded how much land and cattle and how many fruit trees every peasant had. The peasants were to pay *taxes* for all that in grain and other products. Huge granaries stood all over Egypt filled with grain taken away from the peasants. The products collected were used to reward the nobles and to provide for the officials, guards and warriors.



The state was the principal force supporting the domination of the slave-owners in Egypt

The exploited whose resistance was suppressed by the state in Egypt

If the harvest was poor and the peasants had nothing to pay taxes with, terrible times came for them. An official told the following story: "Woe to the peasant! The tax collector has come to his parts. He counts the harvest. There are guards with him. They are armed with sticks and palm twigs. They demand grain from the peasant. There is no grain, and they beat the peasant. He is bound, his wife and children are also bound." "The peasant's life is as easy as that of a man in the paws of a lion." (See col. dr. 6.)

In addition to paying taxes the peasant had *labour duties* to fulfill. The peasants had to repair the dikes, dig canals, excavate stone for the palaces and tombs of the pharaohs and the nobles.

3. Position of the craftsmen. Many craftsmen worked in shops belonging to the Pharaoh and other wealthy slave-owners. They were closely watched by overseers.

An ancient Egyptian described the life of the craftsmen: "The weaver sits huddling at the loom all day long, breathing in the flax dust; he gives his bread to the overseer so he permits him to go out for a gulp of fresh air. If he does not fulfill his assignment, he is cruelly beaten. The carpenter is more exhausted than the peasant. He must work more than his hands can do. He works even at night. A builder erecting rich palaces does not even have enough bread to eat, and his clothing is rags. He is beaten and his children are beaten." "I have seen flogging, I have seen flogging," adds the Egyptian.

4. Uprising of the poor and the slaves. Did the peasants, craftsmen and slaves in Egypt always submit obediently to the oppression of the pharaohs and the other slave-owners? The answer is given in a document describing an uprising in Egypt. It occurred around **1750 BC**. Carefully read the document quoted below. It does not say how the uprising ended, but it is known that the slave-owners mustered all the forces of the Egyptian state and restored the Pharaoh's power.

FROM DESCRIPTIONS OF THE COUNTRY'S WOES

People revolted against the royal power established by God.

The capital was destroyed in an hour. The king was captured by the poor.

The country's rulers save themselves in flight. The officials are killed. Lists according to which taxes are collected were destroyed.

The poor people enter the great palaces.

Those who were dressed in fine linen were beaten by sticks. The owners of rich dress were in rags. Property owners became have-nots.

Those who did not even have a pair of oxen became owners of herds. Those who took grain give it themselves. Slaves have become owners of slaves.

This is a misfortune for my heart. How I grieve because of the woes of these times.

- ?** 1. What duties did the officials fulfill in the Egyptian state? 2. Explain why the Pharaoh regarded the poor as his most dangerous enemies? 3. Tell about the position of the peasants and the craftsmen in ancient Egypt. 4. Read the document and give an oral account of the uprising of 1750 BC.

§ 10. THE PEAK AND DECLINE OF THE EGYPTIAN STATE

(Map 2 and map on page 48)

Recall which classes existed in Egypt under the slave-owning system (§ 7; 4).

1. Development of Egypt's economy in the 2nd millennium BC. By the middle of the 2nd millennium BC the Egyptians achieved major successes

in developing the economy. The rise of the state in Egypt contributed to large-scale irrigation and drainage work. Every year the officials gathered dozens of thousands of peasants and slaves for that work. The peasants and the slaves dug canals to the "high fields" lying far from the river. The area of cultivated land increased considerably in the Nile valley.

The Egyptians began to breed horses and camels brought from Asia. Craftsmen learned to alloy copper with tin. Such an alloy is called *bronze*. It is much harder and stronger than copper.

The new capital of the Egyptian kingdom – *Thebes* – became a large and beautiful city.

2. The Egyptian army grows stronger. Development of the economy and the population growth in Egypt enabled the pharaohs to increase the size of the army and to arm it well.

The army's main force was the numerous infantry recruited from among the peasants. The infantrymen were armed with spears, axes, swords and large bows. In the 2nd millennium BC *chariot* squadrons were created. Chariots were two-wheeled carts pulled by horses. There were two warriors standing on each chariot: one drove the horses and the other threw arrows. During the battle the chariots swiftly attacked the enemy, pursuing it in flight.

3. The pharaohs' conquests. Around **1500 BC** the Pharaoh *Tuthmosis III* invaded Asia. As a result of lengthy wars Tuthmosis III and the pharaohs reigning after him managed to conquer *Palestine* and *Syria*, countries situated on the eastern shores of the Mediterranean Sea. The Egyptian kingdom expanded as far as the *Euphrates River* in the north. In the south the pharaohs conquered Nubia famous for its gold mines.

The pharaohs plundered the conquered countries mercilessly. Caravans of camels loaded with gold and ivory travelled to Egypt. Warriors drove herds of cattle and horses. Vessels loaded with expensive lumber sailed from Asia. Long lines of prisoners trudged through the desert.

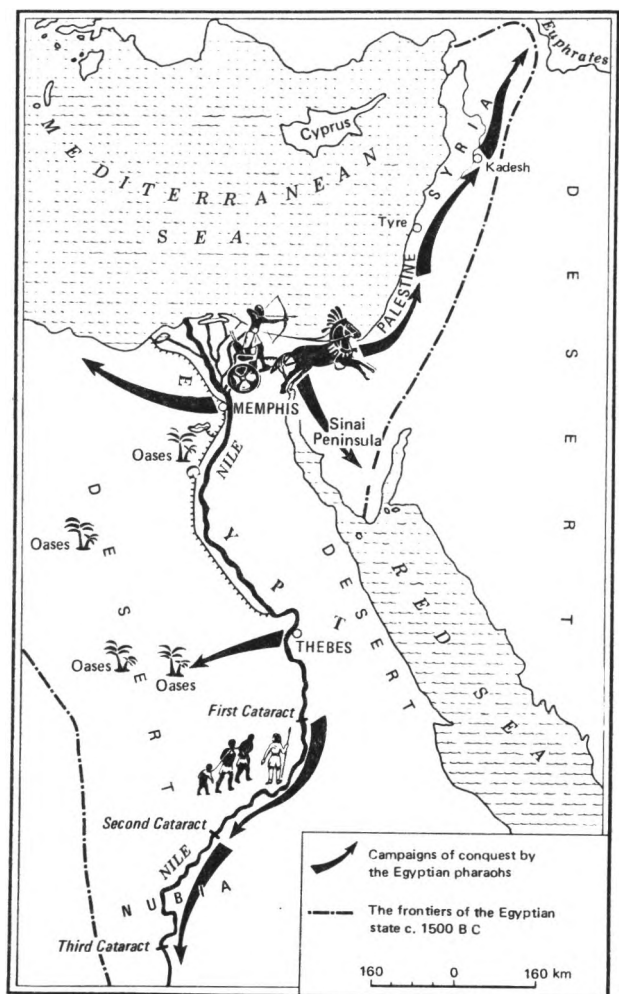
4. The slave-owning system in Egypt in the 2nd millennium BC. Most of the booty captured in wars went to the Pharaoh and other Egyptian slave-owners. It was said that the Pharaoh had as much gold as there was sand in Egypt.

The number of slaves increased greatly in Egypt. During only one expedition to Asia, more than 100,000 prisoners were captured.

Poor Egyptians were also turned into slaves. Often peasants and craftsmen had to borrow grain or copper slabs (which served as money in Egypt) from the rich. If the debtor failed to return what he had borrowed in time, the rich man would go to an official. The latter would sell the debtor or his children into slavery to make up for the debt.

Slaves worked in quarries and mines, built palaces, dug canals and cultivated slave-owners' fields.

In the 2nd millennium BC the slave-owning system was finally established and grew strong.



1. Conquests by the ancient Egyptian kingdom. Find the territory of ancient Egypt on the map, the directions of expeditions of conquest and the boundaries of the kingdom at the peak of its expansion.
2. Egyptians storming a fortress in Syria (a picture in an ancient Egyptian temple). The Pharaoh rides on a chariot. The defenders fall from the walls shot by arrows. Below: warriors capture prisoners including women and children.
3. Egyptian infantry (picture on the wall of an ancient Egyptian temple).
4. Ancient Egyptian fortress in Nubia (reconstruction).
5. People glorifying the Pharaoh

5. The decline of the Egyptian state. The pharaohs' wars of conquest enriched the Egyptian slave-owners and sapped Egypt's strength.

The Egyptian peasants drafted into the army were killed in battle, died of various illnesses in difficult expeditions, of fever in swampy Nubia and of the heat in the desert. No one was left to cultivate the warrior's plot. Peasant households were ruined. When a maimed and sick warrior returned to his native village it often turned out that his property had been stolen and his wife and children sold as slaves.

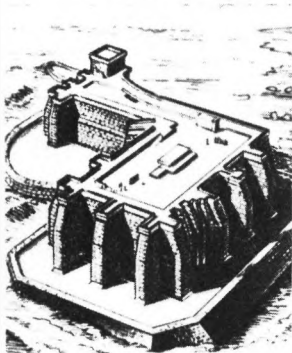
The poor and the slaves increasingly hated the Pharaoh and the slave-owners who grew rich as a result of their suffering. Uprisings of the poor and the



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slaves broke out in different parts of Egypt. The conquered peoples also continued to struggle against the Egyptians. As soon as the Egyptian army left a conquered land, an uprising would break out there.

In order to fight the uprisings the Pharaoh would hire warriors from among the neighbouring peoples. The *mercenaries* would deal summarily with the

peasants and the slaves. But they were unreliable in times of war with other states: the mercenaries could cross the hill to the enemy if he promised to pay them more.

The ruining of the peasants, frequent uprisings of the poor, the slaves and the conquered peoples weakened the Egyptian state. It lost its conquered lands in Asia and Nubia, and in the early 1st millennium BC had difficulties defending itself from attacks by neighbours.

- ? 1. Who profited from the Egyptian state's wars of conquest? How? Who suffered from the wars and how? 2. What points to the further development of the slave-owning system in Egypt in the 2nd millennium BC? Could the slave-owning system exist without the state? 3. What were the causes of the weakening of the Egyptian kingdom? 4. How many years lapsed from the forming of the united Egyptian state to the wars of Tuthmosis III? Approximately how many thousand years passed since the wars of Tuthmosis III to our time?

§ 11. RELIGION IN ANCIENT EGYPT

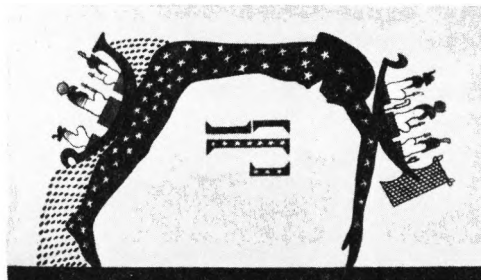
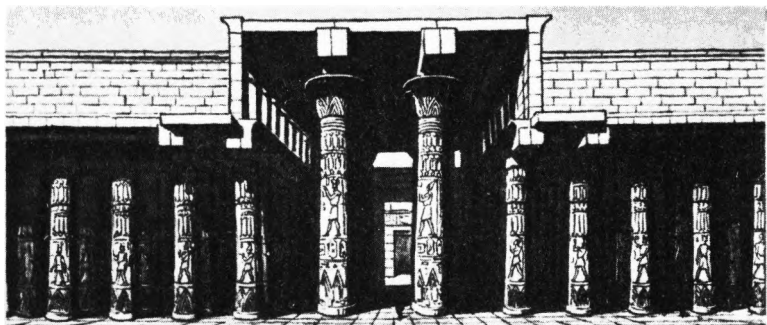
Recall why religious beliefs arose among people (§3; 2); how did religious beliefs change with the beginning of land tillage (§ 5; 5).

1. Worship of the forces of nature. Ruins of ancient *temples* have come down to our day in Egypt. Temples were regarded as the homes of the gods. Inside the temples were idols usually with the heads of animals. The sun god *Ra* was proclaimed the king of gods; Ra ruled the gods as the Pharaoh ruled people. The Egyptians did not know why day replaced night and said that Ra rode through the sky in a golden boat every day and went into the desert in the evening. The sun god had the head of a falcon. Every natural phenomenon had its god. Egyptians particularly feared the fierce goddess of war with a lion's head: she was thought to send the plague on people, a contagious and mortal disease (see dr. 1 on page 53).

The Egyptians did not know the source of the Nile. They believed that the god of the Nile poured water out of a pitcher and floods depended on the amount of water he poured. The Egyptians pleaded with the Nile to come to their fields and thanked the river for hearing their pleas and saving their lives (a song glorifying the Nile is presented at the end of this section).

2. The tale of the resurrected god. A hot wind blows every summer in Egypt for 50 days in a row bringing hot sand and scorching everything in sight. Nature seems to die out. But then a cool breeze blows from the sea followed by the flooding of the Nile. Nature revives again, as if resurrected.

These natural phenomena served as the basis for the tale of the god who dies and resurrects. The evil god of the desert *Set*, with red face and blood-shot eyes, came with his 50 servants. He killed the god *Osiris* who helped the crops grow. But just like nature, Osiris resurrected.



1. A hall in the main temple in Thebes (reconstruction). Mighty stone columns support the roof. A hundred people could stand on the top of such a column. Compare the columns and images carved on them with the size of a person. 2. This was how the ancient Egyptians imagined the gods (the picture was discovered in a tomb). 3. This was how the Egyptians imagined the sky and the sun (ancient picture). The sun god Ra riding through the sky

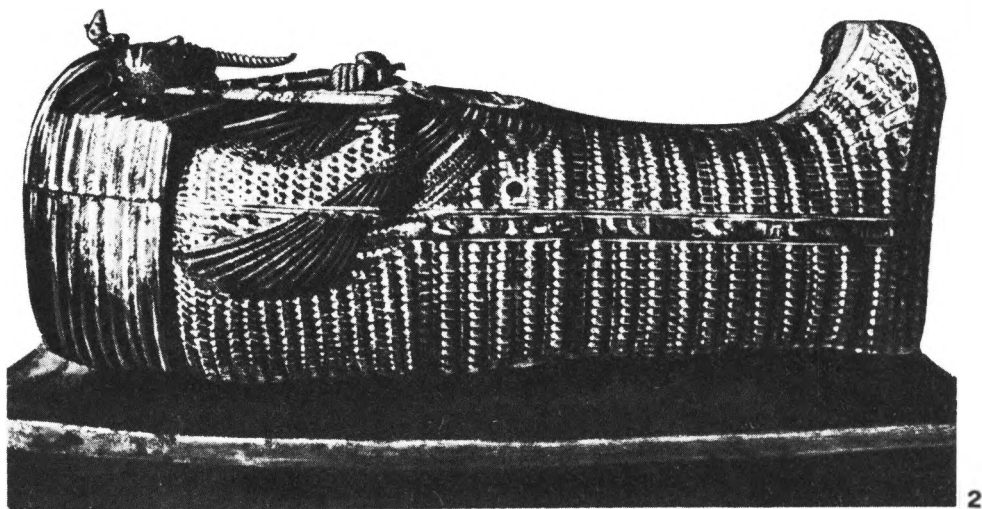
3. Belief in life beyond the grave. The resurrected Osiris became the king and judge in the kingdom where the souls of the dead and buried live. Such imaginary life is called *life beyond the grave*. There was a lot of water in the kingdom of Osiris, and wheat grew very high. However, not every soul went to the kingdom of the dead. Osiris tried the souls of the dead. If a person disobeyed the gods when alive, Osiris punished him terribly—a fierce monster devoured his soul.

According to the Egyptians' beliefs the soul could return to the body if the latter were preserved. With this aim the entrails were removed, the body was put in salt water and wrapped in white fabric soaked in resin. Such a body did not decay but dried up. Dried bodies are called *mummies*. It was very expensive to make a mummy, and only the rich could afford it.

4. Priests: the richest slave-owners. In order to gain the favour of the gods the Egyptians offered sacrifices to them. Although the peasants themselves were hungry they brought sacks of grain and baskets of vegetables to the temple. The slave-owners gave gold, slaves and cattle to the temples; the



This was how the Egyptians imagined the judgement by Osiris (ancient picture). Osiris sits on a royal throne, wears a crown and holds a rod and a whip, symbols of royal power. Other gods are weighing the heart of the person who has died and whose soul stands before Osiris. A monster—a lion with a crocodile's head—awaits the decision



1. Ancient Egyptian picture of Osiris' resurrection. His son Horus stands next to Osiris.
2. A golden sarcophagus of the Pharaoh. His features are represented on the lid

pharaohs also gave fields of fertile land. The temples owned enormous wealth. The chief temple in Thebes had more than 80,000 slaves.

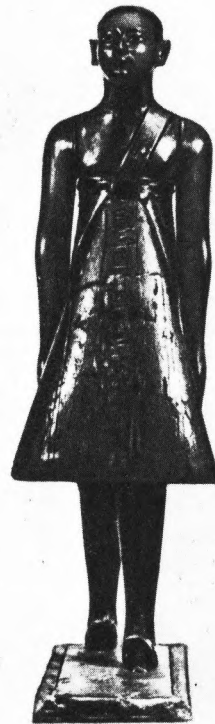
The *priests* in the temples were believed to be the gods' servants, who fed the gods: they put food in front of the idols. Egyptians thought that the priests met with the gods in person passing on to them not only the offerings but also people's requests, while the gods declared their will through the priests. The priests' words were regarded as god's words.

Disposing of the temples' wealth, the priests were the richest owners of slaves, land and gold, and exploited their slaves and debtors mercilessly.

5. Deification of the Pharaoh. The priests demanded complete submission to the Pharaoh and the other slave-owners from Egyptians. They said: "The gods love the obedient, the gods hate the recalcitrant." They threatened those who violated the Pharaoh's will with droughts, the plague, enemy invasions and Osiris' judgement.

The Egyptians thought that only gods rather than men could possess the unlimited power such as the Pharaoh had. They called the Pharaoh a great god. He was lauded as the sun which saw by its beams. Enormous statues of the pharaohs stood next to those of the gods in the temples (see col. photo IV). Not only common folk but even noblemen fell to the ground before the Pharaoh, had kissed the place where his foot tread.

1. Picture of the Pharaoh with the terrible goddess of war in a temple. 2. Statue of a priest from an ancient tomb



In Egypt religion strengthened the Pharaoh's power and the slave-owners' sway. The oppressed people's fear of the gods' anger and punishment in the other life hindered their struggle against the oppressors.

FROM A SONG TO THE NILE RIVER

Which words in the song reflect the importance of the Nile for the Egyptians? what words of the song show that the Egyptians believed that the Nile was a living creature? Prove your point.

Glory to you, Nile,
Coming to revive Egypt.
If you are slow, life ends
If you are angered, thunder roars.
The mighty and the common man grow poor.
When the Nile rises—the land rejoices
And so do all living things in happiness.
You deliver the bread, abundant food,
You create all the beautiful things,
The young and the children rejoice
And welcome you as the king.

- ? 1. If we were to know only the religion of the Egyptians, we would have a good idea of their lives. What in the Egyptians' beliefs reflects the nature surrounding them? Is it possible to learn the Egyptians' main occupation from their religion? What points to the emergence of classes and the state in the Egyptians' religion? 2. Why did the myth of the resurrected god arise in Egypt? 3. Who profited from the belief in life beyond the grave and why? 4. What new things did you learn about Egyptian slave-owners in § 11?

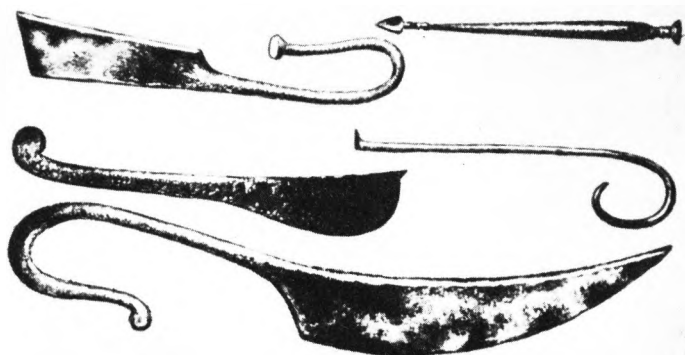
§ 12. INCIPIENT SCIENTIFIC KNOWLEDGE AND THE APPEARANCE OF WRITING IN ANCIENT EGYPT

Recall the useful things primitive people observed in nature and how they managed to use these observations.

1. The origin of mathematics. The land tiller had to count the amount of grain he harvested, how much he needed to sow and how much he could use for food. Working on bronze the craftsman had to count the exact proportion of copper and tin. Complicated computations were required to build dikes and buildings. It was necessary to estimate the number of builders needed to complete construction on time and the amount of materials needed.

It was in this way, thanks to work, that *arithmetic* appeared. Egyptians knew fractions and counted even millions. In order to designate one million they drew the figure of a person with his arms lifted in surprise at such a large number.

In digging canals and dividing fields into parts area and angles had to



1. Part of an ancient Egyptian papyrus with a geometric figure. 2. Ancient Egyptian bronze medical instruments

be measured. This was how the science we designate by the Greek word *geometry* arose. The word means measuring land.

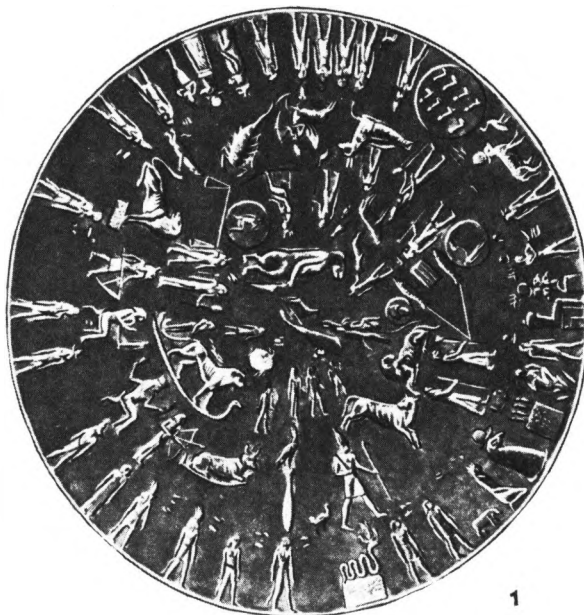
2. Early astronomy. The land tillers had to prepare the fields, the canals and the dikes for the flooding of the Nile. The Egyptians noticed that the stars assumed the same position every year before floodtime. It was from these observations that the initial knowledge of *astronomy* arose, the science studying the planets and the stars. The Egyptians even compiled a map of the stars in the sky. They found their bearings by the stars at sea and in the desert. Of course, since they observed the sky with the naked eye they did not know many stars known today.

The Egyptians invented a *calendar*. They counted that the year had 365 days.

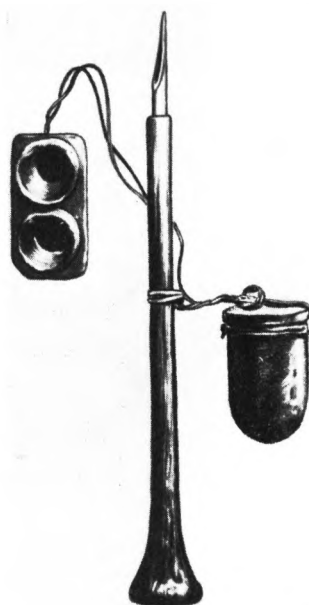
3. Medicine in Egypt. Medical knowledge first appeared among the primitive people. Making mummies, Egyptians learned the inner structure of the human body, and this helped to treat illnesses. To determine a disease doctors took a person's pulse. They knew the curative effect of many plants. Bronze instruments for surgery have come down to us from ancient Egypt.

4. Writing in ancient Egypt. As early as the 4th millennium BC Egyptians possessed more knowledge than a person could retain in his mind or orally communicate to others. The need for writing arose. *Writing* finally emerged in Egypt with the rise of the state.

At first Egyptians simply drew what they wanted to say. In order to write “sun”, they drew a circle with a dot in the middle; a drawing of a person with a bow and arrows meant “warrior”. (Recall how events that occurred

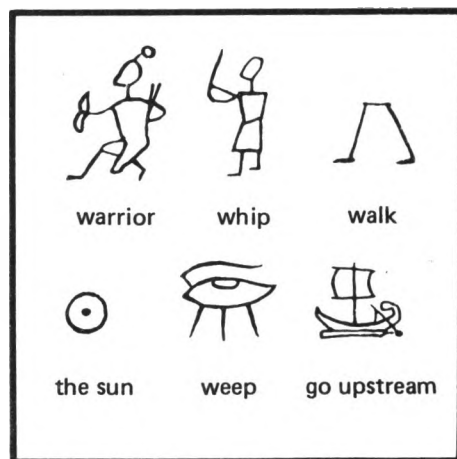


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1. Ancient Egyptian map of stars in the sky. The Egyptians grouped the stars into constellations designated by figures of gods, people and also animals—the hippopotamus, the lion, the scorpion and others. The map shows how scientific knowledge among the Egyptians was mixed with religious beliefs. 2. Writing materials in ancient Egypt: ink-pot, sharpened reed and jar for water. 3. Egyptian hieroglyphs



3

in Egypt were described in pictures, see the drawing on page 41.) Then not only whole words but separate sounds and parts of a word began to be designated by symbols.

Picture symbols are called *hieroglyphs*. There were about 750 hieroglyphs in Egyptian writing. More simple symbols were elaborated for faster writing.

There was a convenient material for writing in Egypt. *Papyrus* grew in the shallow places of the Nile. This is a 4 to 5 metre high reed. Egyptians cut the reeds into thin strips and pasted them together into sheets resembling paper. They wrote with little reeds dipping them into paint. If the sheet was not long enough, another sheet was pasted to the lower edge. Long scrolls were made in this way: one of them was 40 metres long. The sheets with writing were also called papyrus. Egyptians also carved inscriptions on stones.

5. Schools and education in ancient Egypt. The Egyptian state needed literate officials, organisers of building work and other educated people. That was why there were schools for boys in Egypt. Children of noblemen, officials and priests attended schools. The children went to school for many years. They wrote exercises and solved problems. The younger children learned to write on bits of pottery, the older ones on papyrus. Pupils' written assignments with mistakes corrected by teachers have come down to us.

School admonitions for pupils said: "Write with your own hand, read with your own mouth, seek advice from those who know more than you do ... otherwise you will be beaten. A boy's ears are on his back, he hears when beaten." The teacher's assistant was called the man with a stick; he whipped the lazy and inobedient pupils.

Although writing and scientific knowledge in ancient Egypt were accessible only to slave-owners, their appearance was tremendously important. *Scientific knowledge contributed to agriculture, the crafts and building. Writing helped preserve knowledge and pass it down from the older to the younger and from one people to another.*

HOW EGYPTIAN WRITING WAS DECIPHERED

The language spoken and written by the ancient Egyptians was subsequently forgotten. No one could read Egyptian inscriptions. It seemed that the mystery of the Egyptian hieroglyphs was lost for ever.

In the early 19th century a stone found in the Egyptian town Rosetta was brought to Europe (see drawing 1 on page 7). The stone had inscriptions in Egyptian and in Greek. The name of a king was encased in a frame. A young French scholar Champollion who knew Greek and other ancient languages known at the time assumed that every hieroglyph in the king's name signified a separate letter but some vowels were missing. Comparing the inscriptions in different languages Champollion managed to understand the meaning of some hieroglyphs. The discovery of another stone with a female name he knew helped him. Using the hieroglyphs he understood, Champollion

Other scholars continued Champollion's efforts. The mystery of ancient Egyptian writing was solved; today, an enormous number of papyruses and inscriptions on stone have been found and read.



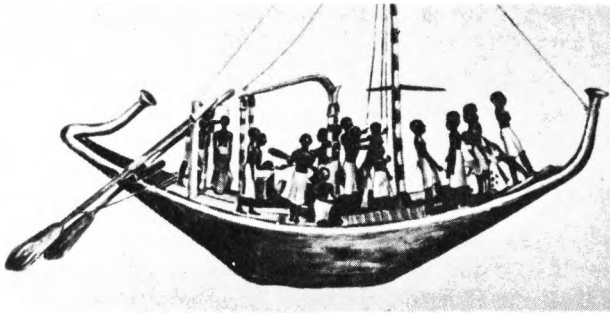
1. How did scientific knowledge arise in Egypt? 2. It was decided to cultivate a formerly empty "high field". What knowledge and what computations were necessary to do the job? 3. What knowledge and what computations were needed to travel by sea and in the desert? 4. Describe how writing arose and developed in Egypt. 5. Why were there few literate people in ancient Egypt?

(Map 2)

1. Literature. After they learned to read Egyptian papyruses, scholars discovered that fiction had existed in Egypt.

The poor could not write down their songs and proverbs, and that is why few of them have reached us. The ones that have sound like bitter complaints.

Pyramids were no longer built in the 2nd millennium BC. A tomb was hewn in solid rock consisting of several rooms for the pharaohs and the wealthy. The mummy was put inside one of the rooms. In case the mummy was not preserved a statue out of stone or wood was placed in the tomb; according to the Egyptians' beliefs the soul of a dead man could also live in a



1. Ancient model of an Egyptian ship with crew. 2. The figure of a slave overseer placed in a tomb. 3. Carved wooden spoon showing an Asian carrying a large pitcher



statue. Egyptian *sculptors* achieved great heights in portraying the human face. In the semi-darkness of the tomb or in a museum hall their works seem like living persons and not statues (see col. photo I).

Pictures were painted on the walls of the tomb showing the rich man's domains. People are harvesting the thickly growing wheat, craftsmen are busy in the shops, and cattle and poultry are being slaughtered for a feast, which is also shown here. The host and guests are being entertained by musicians and dancers.

Wooden and clay figurines of a cook, porters and a slave overseer were placed in the tomb. The Egyptians believed that the picture would turn into real fields and shops and the figurines into slaves who would work for the dead man. The rich wanted to remain slave-owners even after their death.

A carved wooden figure of a person was placed into a peasant's grave together with his body. It was intended to replace the mummy. Slaves who died were buried in a common grave.

3. The temples of ancient Egypt. Enormous, lavishly ornamented temples were built in Egypt under the guidance of *architects*.

The path to the temple went between two rows of sphinxes. Statues of the Pharaoh five to six times larger than in life stood in front of the temple. A narrow passage between two towers led into the temple yard.

A large dark hall was situated at the end of the yard. Dozens of *columns* held up the ceiling. In some halls the columns resembled papyrus reeds bound together, in others a straight palm tree, in still others a stalk with a flower in bloom at the top.

In the main temple of Thebes the columns were 23 metres high. Golden stars were drawn on the dark-blue ceiling. Giant figures of the pharaohs and animal-headed gods were carved on the towers, the walls and the columns (see drawing 1 on page 51). In some instances the pharaohs were conversing with the gods, in others battling numerous enemies and defeating them, in still others the Pharaoh seized several prisoners with one hand. Enormous statues of the Pharaoh stand on the banks of the Nile.

THE ANCIENT EGYPTIAN STORY OF SINUKHET

What can you say about the life of the ancient Egyptians on the basis of the story and the song?

Sinukhet was a noble in Egypt. Following the Pharaoh's death he fled to Asia fearing disorders in the capital and the new Pharaoh's anger. Sinukhet almost died

Ruins of a temple in Thebes (photograph)



of thirst in the desert. He recalled: "...I was suffocating, my throat burned and I said: 'It is the taste of death.'" He was only saved by livestock breeders who drove their herds through the desert.

In Asia Sinukhet entered the service of a chieftain and became commander of his troops. Here is what Sinukhet said about his military expeditions: "In any country I raided people were driven off the pastures and away from the wells, I took away the herds and imprisoned the people, seized the food and killed the people." Sinukhet lived in wealth and honour, but he feared that when he died his body would not be preserved in Asia.

Having obtained the Pharaoh's permission Sinukhet returned to Egypt. In the palace he lay down on his face until the Pharaoh bid him be raised. The Pharaoh ordered a home and a tomb built for Sinukhet who was put in the tomb after his death.

A SONG

All day long
We must carry white grain.
The granaries are already full.
The grain is overflowing.
The ships are full
And the grain flows over the sides,
Still they make us carry more.
Truly our hearts are of copper!

- ? 1. What do we learn about the life and religion of the Egyptians from excavations of their graves? What thoughts and emotions did the pyramids, temples and statues instil among the Egyptians? 3. What do you like and dislike in Egyptian art? 4. What are the main differences between Egyptian art and primitive art? How are these differences explained?

HAVE YOU GAINED A GOOD IDEA AND UNDERSTANDING OF THE HISTORY OF ANCIENT EGYPT?

1. Show the location of ancient Egypt on map 1. Describe its position in words. 2. Why did exploitation of some people by others appear in ancient Egypt? On the basis of what written documents and other historical sources can you prove that exploitation and classes arose in Egypt? 3. How did slave-owners in Egypt keep the poor and the slaves in subjection? Name at least three methods used by the slave-owners. Did the exploited attempt to free themselves of oppression? Prove your point. 4. Why did the pharaohs wage wars? What role did wars play in the history of ancient Egypt? 5. In ancient times people said: "Egypt is the Nile's gift." What is correct and what is not? Prove your point. 6. What conclusions can be drawn from the fact that pyramids were built in Egypt: a) concerning the system under which people lived, b) concerning the state, c) concerning religion, d) concerning science in Egypt? 7. How were nature, human activities and the state in ancient Egypt reflected in the myth about Osiris? Check how well you remember the dates in the history of ancient Egypt. The chronological table is on page 78.

CHAPTER IV

ASIA MINOR IN ANCIENT TIMES

Asia Minor is the western part of the Asian continent adjacent to the Mediterranean and Black seas. There are many deserts and arid steppes there. Fertile river valleys lie among them. The largest valleys are formed by two great rivers, the *Euphrates* and the *Tigris*.

§ 14. THE EMERGENCE OF CLASSES IN MESOPOTAMIA

(Map 2)

Recall what communities arose with the development of land tillage and livestock breeding (§ 5; 3).

1. The natural conditions of Southern Mesopotamia. The Euphrates and the Tigris rivers have their sources in the mountains south of the Caucasus and flow into the *Persian Gulf*. In ancient times the country located along their middle and lower reaches was called *Mesopotamia*.¹

The southern part of Mesopotamia is formed by river deposits: it is a flat lowland. There is pouring rain during the short winter in Southern Mesopotamia. The loamy soil turns into mud. In spring the snow in the mountains from where the Euphrates and Tigris flow melts and the rivers overflow.

Following the flood the soil is covered with bright greenery. But the heat reaches 50 degrees Centigrade in the shade here. The greenery is quickly scorched and the brown arid desert stretches sorrowfully to all sides. The water remaining in the depressions becomes putrefied.

¹ *Mesopotamia* is the Greek word meaning "middle" and "river".



Southern Mesopotamia (photograph)

There is no metal or stone in Southern Mesopotamia. Yet the soil fertilised by the river silt is exceptionally fertile.

2. Early inhabitants of Southern Mesopotamia. The fertile soils in Southern Mesopotamia attracted land tillers to these parts. The inhabitants of Mesopotamia cultivated the land with the hoe, kept goats, sheep and cows as early as 7000-6000 BC. They built huts of clay mixed with reeds among the swamps.

River floods destroyed the huts, and people and domesticated animals were often drowned. Sometimes the Tigris and the Euphrates merged into a single river. Then it seemed to the people that the whole world was flooded. The population suffered from malaria, scorpions and miriads of insects. Lions attacked the herds of domesticated animals. Numerous boars lived in the reeds and destroyed the crops.

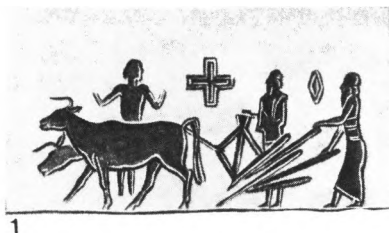
People did not falter in the face of difficulties. United in territorial communities they dug canals to drain the swamps and irrigate the fields and made dikes to protect settlements and gardens. The land tillers invented a plough suitable for cultivating the tough loamy soil (see page 64). Under the gruelling sun they raised water for their plots from the canals.

3. The economy of Southern Mesopotamia in the 3rd millennium BC.

Human labour overcame the swamps and the droughts. A network of canals covered the plain. Rye and wheat grew on the fields. Green *date-palms* surrounded the settlements. They were called the tree of life here; dates were used to make flour and honey, the stones served as fuel, the bark was used to make rope and baskets. Sheep with long wavy wool and cows grazed in the pastures.

Craftsmen lived in the towns and there was a lively trade. The inhabitants of Southern Mesopotamia purchased metals, wood and stone from the neighbouring peoples; in exchange they provided grain, dates and wool. Craftsmen learned to make things out of copper, gold and bronze in the 4th millennium BC (bronze slightly later). Southern Mesopotamia's woolen fabrics were known far

1. A plough in Southern Mesopotamia (ancient picture). A tube with a funnel was attached to the plough. Seeds were poured into the funnel; sowing was simultaneous with ploughing.
2. A weight in Mesopotamia. 3. An ancient representation of the myth about a battle between god and monster (read the myth on page 65). 4. The myth of the Deluge was written down on this tablet



and wide. The inhabitants made buckets, boxes and pipes out of clay and built houses using clay bricks.

The soils in Southern Mesopotamia were so fertile that a planted seed yielded up to 100 seeds; one palm-tree yielded up to 50 kilogrammes of dates a year. *With such harvests human labour provided more than was needed to feed the working person. Thus, the possibility for exploitation emerged.*

4. The forming of classes. Noblemen and priests in Mesopotamia gained possession of extensive land, captured slaves and owned numerous pieces of silver which served as money here.

Many peasants and craftsmen were in debt to the rich. They had to return not only what they owed but also a large additional payment. Usually the poor were unable to do this. They remained indebted for their whole lives. The poor toiled relentlessly just to provide the additional payment on one and the same old debt. The debtor lived in constant fear that if he delayed a payment due his family and he himself would be sold as slaves.

The poor peasants who had no land at all *rented* it from the rich. Those who rented land had to give half of their harvest from the field and two-thirds of the fruit they gathered to the owner of the land.

Prisoners captured at war also became slaves. Slaves worked in the domains belonging to temples and noblemen. In Mesopotamia the slaves were called "those who do not raise their eyes"; they did not dare even look at their master's face.

The classes of slaves, free community peasants, and wealthy slave-owners began to form with the development of agriculture, livestock breeding and the crafts in Southern Mesopotamia.

SOUTHERN MESOPOTAMIA'S MYTHS ON THE CREATION OF THE WORLD AND THE DELUGE

Why did the myth about the Deluge appear in Southern Mesopotamia? Could it have arisen in ancient Egypt?

I. All the land was covered by the ocean. A terrible monster prevented the gods from separating the land from the water. The leading god fought the monster, killed it and chopped its body into two halves. The god made the sky out of the upper part of the body and ornamented it with stars. The god created the earth from the lower part, grew plants on it and populated it with animals. The god moulded the first people out of clay according to his own image and mind.

II. The gods decided to destroy the people by flooding the whole earth. But the god of water told the reeds of which one man's hut was made about the decision. The reeds passed it on to the owner of the hut. The latter built a big ship, put his family, skilled craftsmen and different animals and birds on board. On the day

appointed by the gods dark clouds shrouded the sky, pouring rain began and water flooded the earth. All the people perished except for those who were on board the ship.

Six days later the storm subsided. The water began to fall. A raven flew from the ship and found land and then the people and animals all went there.

The myth spread from Mesopotamia to other countries. Fear of the natural elements strengthened the belief in gods. Priests took advantage of the fact and warned the people that if they disobeyed the gods they would send a new flood and other calamities on earth.

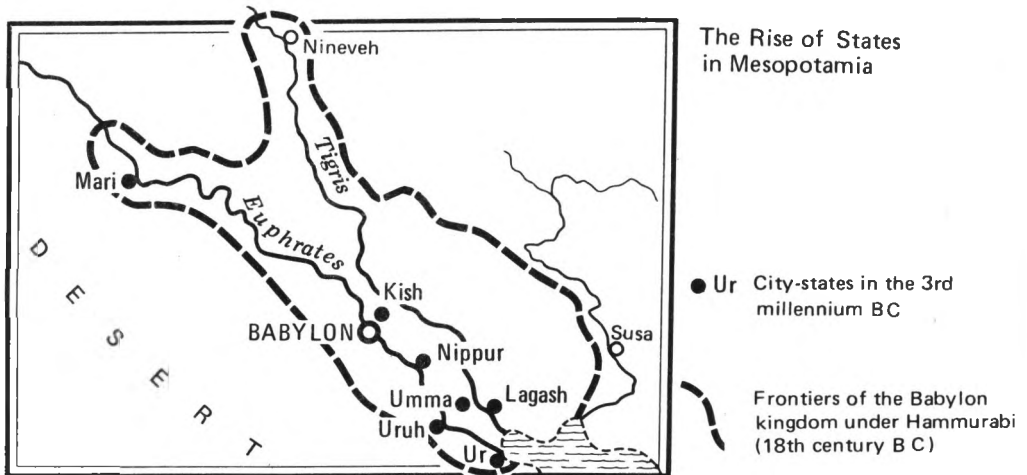
- ?
1. Compare the natural conditions in Southern Mesopotamia and Egypt. What is common and what is different?
 2. What activities were common to the population of Egypt and Southern Mesopotamia in ancient times?
 3. Why did the land tillers live in communities in Southern Mesopotamia?
 4. Why did classes appear in Southern Mesopotamia? If it is difficult for you to answer this question, recall why classes emerged in ancient Egypt (§ 7).
 5. How did the wealthy slave-owners exploit the poor free people?
 6. About how many thousand years ago did agriculture appear in Southern Mesopotamia?

§ 15. THE EARLIEST STATES IN MESOPOTAMIA AND THE BABYLON KINGDOM

(Map 2)

Recall how and why the state formed in Egypt; what features of the state do you know (§ 8; 1)?

1. The first states in Mesopotamia. States formed with the appearance of classes in Southern Mesopotamia at the end of the 4th millennium BC. There was an independent state in almost every city. The kings of these



city-states dealt cruelly with the poor and the slaves with the help of troops, officials, guards and executioners.

The kings of the city-states would besiege neighbouring towns, destroy them and enslave the population or force it to pay tribute.

2. The Rise of Babylon. The city of *Babylon* arose on the bank of the Euphrates River in the place where it flows close to the Tigris. The location was very favourable. Merchants brought goods needed by the local population on large boats and rafts. They exchanged them for goods made in Southern Mesopotamia. (Recall what the local residents produced and what they needed.) Mesopotamia's main land routes also passed through Babylon. Caravans of asses loaded with goods travelled along them.

Babylon became Mesopotamia's largest trade city and the capital of a strong kingdom. In the centre of the city there was a marketplace with galleries and warehouses for goods; in the outskirts were *adobe* huts where craftsmen, porters and sailors lived.

3. The Babylon kingdom under Hammurabi. *Hammurabi* reigned in the *Babylon kingdom* in **1792-1750 BC.**

Babylon's wealth enabled the king to muster a large army. Hammurabi skillfully took advantage of the struggle between the kings of Mesopotamia. He concluded an alliance with one of them, and together they captured the possessions of their enemies. Then Hammurabi suddenly attacked his former

1. Statue of the ruler of the town of Lagash; third millennium BC.
2. Part of the tablet with the text of Hammurabi's laws. The god is handing the king a rod, the symbol of power



ally. He succeeded in conquering all of Mesopotamia by force and by cunning. A strong state was formed under the rule of the Babylon king.

4. King Hammurabi's laws. Under Hammurabi *laws* were drawn up which were binding for the population of the whole Babylon kingdom. Officials considered quarrels between the inhabitants and judged offenders against the king's will in accordance with these laws. The laws set down punishment for every offence.

In the early 20th century archaeologists found a black stele which was higher than a tall person. It had King Hammurabi's laws carved on it, while the king himself was depicted at the top. (Read the laws below and answer the questions.)

The Babylon state, as well as the Egyptian state, was the force by means of which the slave-owners maintained their supremacy over the poor and the slaves. It was a state of slave-owners.

FROM KING HAMMURABI'S CODE

What can you say about the position of slaves in the Babylon kingdom judging from the laws? How did the law secure the return of debts? In what cases did the laws provide different punishment for the same offense? Do you agree with Hammurabi that his laws were just and superb?

"I, Hammurabi, the chief appointed by the gods, foremost among kings, conqueror of the Euphrates hamlets, have put truth and justice into the country's mouth and granted prosperity to the people.

"Henceforward:

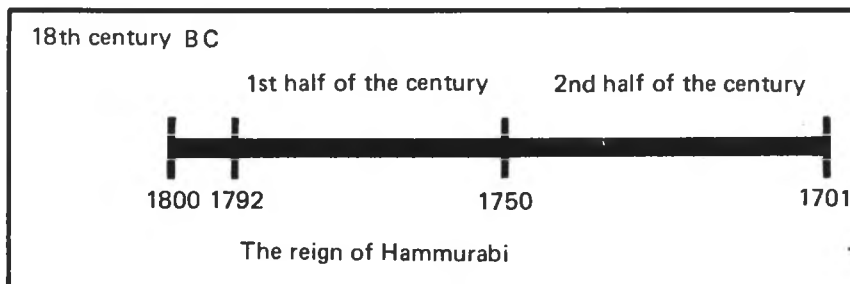
"If a man steals the property of a temple or the king, he must be killed; and he who receives the stolen property must be killed.

"If a man steals a slave or a womanslave, he must be killed.

"If a man harbours a runaway slave, he must be killed.

"If a man cuts off a slave's brand, his fingers must be cut off.

"If a man causes the death of another man's slave, he must replace the slave with another slave.



"If a man causes the death of another man's ox, he must replace the ox with another ox.

"If a man incurs a debt, his wife, son or daughter must remain slaves for three years.

"If a man slaps the face of an equal, he must pay a fine.

"If a man slaps the face of a superior (a nobleman or priest), he must receive 60 lashes of an ox-hide whip."

The code ended in these words: "I, King Hammurabi, the just to whom the sun god gave the laws. My words are superb, my works are unequalled."

- ?**
1. Why did states arise in Southern Mesopotamia? If it is difficult for you to answer this question, recall why states arose in ancient Egypt (§8; 1).
 2. Draw conclusions:
a) whose interests did Hammurabi's laws defend? b) what system existed in the Babylon kingdom? Prove your point
 3. How did Hammurabi use religion to strengthen his power?
 4. What new things did you learn about the state in §15?

COUNTING YEARS

Look at the table "The 18th Century BC" on page 68. Find the first and the last year of the century. Explain why the former figure is larger than the latter. Find the first half of the century: it started in 1800 and ended in 1751. What is the first year of the second half of the century and what is the last?

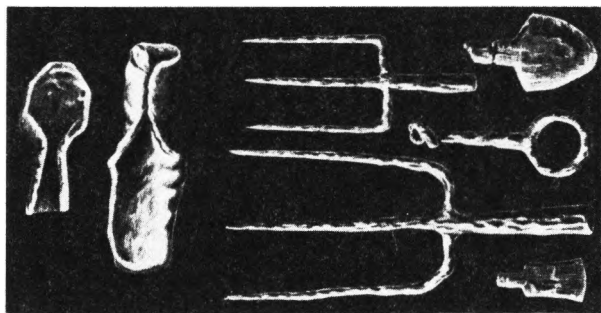
The table shows the years of Hammurabi's reign. Count how many years he ruled. How many years ago did his reign begin? How many years ago did it end? Which year came before 1792 BC? Which year came after 1792 BC? What events took place in Egypt in the years Hammurabi ruled in Babylon? *Babylon was conquered by highlanders 232 years after Hammurabi's death. When was it?

§ 16. ASIA MINOR IN THE FIRST HALF OF THE 1st MILLENNIUM BC

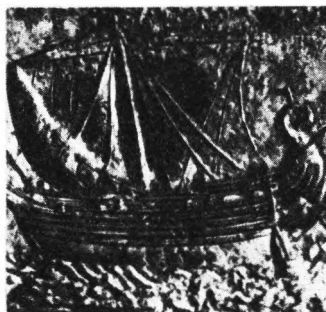
(Map 2 and the map on page 71)

Recall what metals were known to the inhabitants of Asia Minor in the 4th-2nd millenniums BC (§ 14; 3 and 4).

1. The beginning of iron making. The inhabitants of Asia Minor learned to make *iron* at the end of the 2nd millennium BC and the beginning of the 1st millennium BC. Ovens were made out of stone and clay and charcoal and iron ore were put inside. Then the charcoal was lighted and air pumped in by means of bellows for the charcoal to burn better. Lumps of iron were



1. Iron implements of labour; first millennium BC. 2. Land tillers with implements (ancient picture). 3. Phoenician vessel (ancient picture). Compare it with an Egyptian vessel (drawing on page 59). Which vessel was better adapted for long sea journeys? 4. Babylon in the 6th century BC: reconstruction (bird's eye view) and plan. Find palaces, hanging gardens and other objects shown on the plan of the reconstruction (see also col. photo VIII)



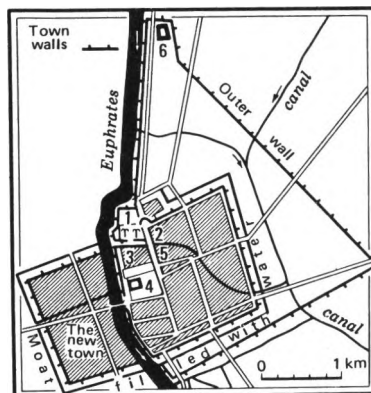
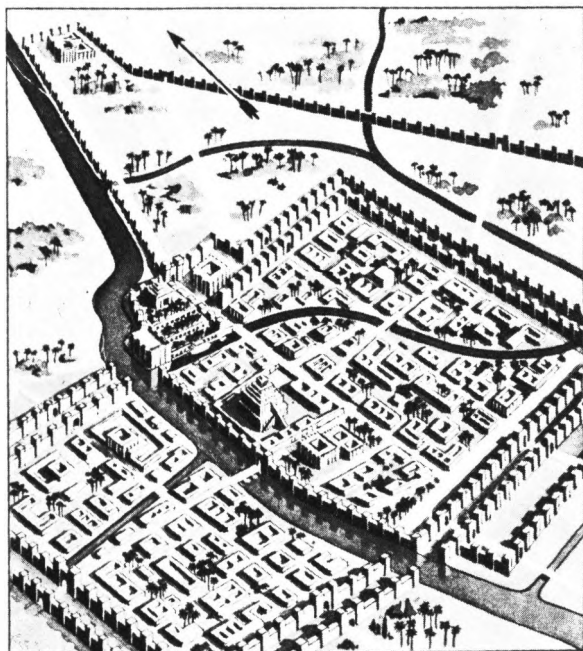
formed from the ore as a result of the burning. Blacksmiths forged hard implements and weapons from the lumps.

Iron ore is much more frequently encountered in nature than copper and tin. That is why iron tools were much more widespread than copper and bronze implements.

2. The importance of the discovery of iron. Iron ploughshares could be used to cultivate not only the soft soils of river valleys but also the firm soils of the steppe. Iron spades and hoes could be used to dig canals in the stony ground of the foothills; land tillers irrigated fields with water from mountain rivers and streams. Agriculture began to spread rapidly in the steppes and foothills of Asia Minor. In the 1st millennium BC fields and gardens appeared in the places where formerly hunters had stalked their prey or shepherds grazed their flocks. Better ships and carts were made with the help of iron tools, and this promoted trade.

By means of iron implements the land tiller and craftsman produced more by their labour than formerly: their labour productivity rose.

The slave-owning system developed more rapidly with the progress of agriculture and the crafts in Asia Minor. New states were formed in the steppe and mountain districts, in particular the kingdom of *Urartu* in Transcaucasia.

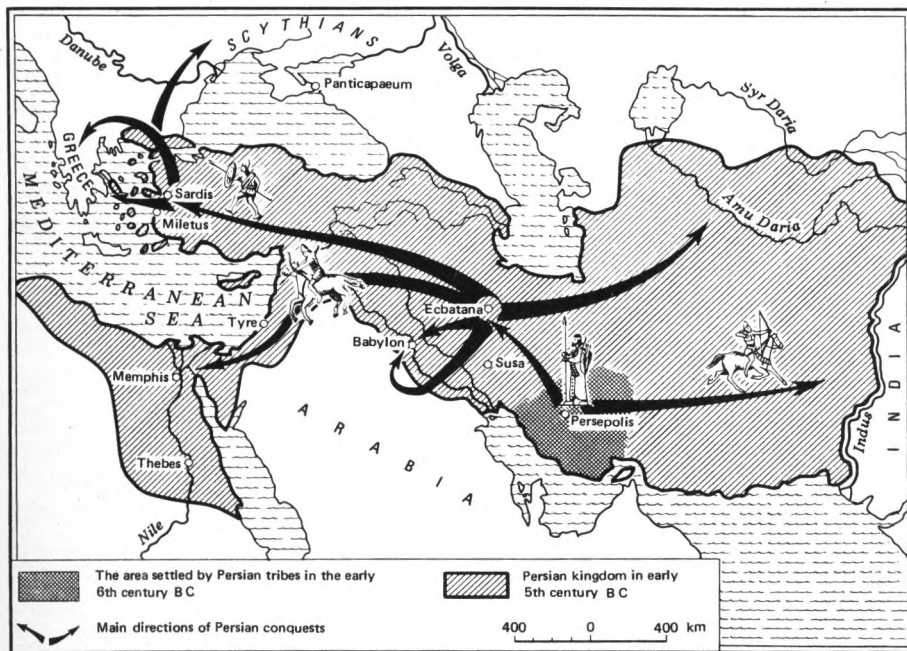


Figures stand for:

- | | |
|---------------------------|-----------------------------|
| 1 The royal palace | 4 Temple Tower (of Babylon) |
| 2 Main gate (Ishtar gate) | 5 Street of Processions |
| 3 The Hanging Gardens | 6 Summer palace of the king |

The Persian kingdom in the 6th and 5th century BC.

4



3. Phoenician seafarers. The development of land tillage, livestock breeding and the crafts contributed to the growth of trade. At the beginning of the 1st millennium BC the towns situated on the eastern shores of the Mediterranean Sea rapidly grew rich. They were populated by *Phoenicians*. The richest Phoenician town was *Tyre* located on an island near the shore.

The Phoenicians were the best ship builders and seafarers in Asia Minor. They sailed not only the seas but also went out into the Atlantic Ocean. Phoenician merchants traded on almost all the shores of the Mediterranean Sea. Slaves were among the chief items of Phoenician trade. The demand for slaves grew with the development of land tillage and the crafts in Asia Minor. The Phoenicians purchased slaves and, in addition, captured people along the shores and on other vessels to sell them into slavery (see col. dr. 9).

Phoenician sea trade contributed to the establishment of the slave-owning system in many countries of the Mediterranean Sea and to the spreading of culture of Asia Minor there.

The Phoenician towns did not remain independent for long and came under the rule of strong neighbours.

4. Conquests by the Persian kings. First one, then another kingdom grew strong in Asia Minor. In the 8th and 7th centuries BC the *Assyrian kingdom* located along the banks of the Tigris River became prominent. Then the kings of Babylon gained in strength again.

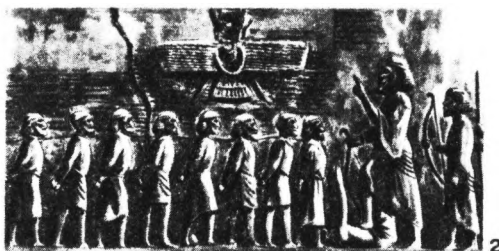
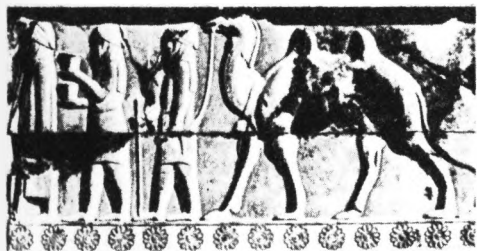
In the mid-6th century BC new conquerors, the *Persians*, invaded Asia Minor. The Persian state had arisen in the 6th century BC east of the Persian Gulf. The Persians had excellent cavalry and Persian archers were famous for their marksmanship. The Persian king *Cyrus* conquered one country after another. Surrounded by deep moats and a double fortress wall, Babylon seemed impregnable. The Babylonian priests treacherously opened the gates. Babylon was captured by the Persians in **538 BC**.

Cyrus was killed during an expedition to *Central Asia*. His enemies threw his head into a wineskin filled with blood saying: "You wanted blood, drink it all you want."

The Persian conquests did not end with Cyrus' death. A strong Persian army invaded Egypt. Part of the mercenaries betrayed the Pharaoh, and the Egyptian army was defeated. The Persians conquered Egypt in **525 BC**.

5. The Persian kingdom at the beginning of the 5th century BC. Persia attained the greatest power under king *Darius I* at the end of the 6th century and the beginning of the 5th century BC. Darius' possessions stretched from Egypt to the Indus River.

The conquered peoples had to pay the king enormous tribute and send their young men to the king's army. Following the levying of tribute the towns and villages looked as if after an enemy invasion. Enormous wealth accumulated in the king's treasury; the cellars in the king's numerous palaces were filled with gold slabs.



1. A picture on a rock honouring king Darius I's victory over the insurgents. Darius has stepped on the lying leader of the uprising. The other insurgent leaders are standing with their hands bound. The king's bodyguards stand behind him. 2. The Persians collect tribute from the conquered peoples (ancient relief)

Insurrections often broke out among the conquered peoples. They were quickly reported to the king. The Persians set up posts with horsemen along the roads. The horsemen rode fast "as cranes fly" and passed officials' reports to the capital and the king's orders from the capital. The troops sent against the insurgents spared no one. Nevertheless *the Persian kings could barely maintain their power over the conquered peoples who hated the conquerors.*

- ?
1. Why did new states emerge in Asia Minor with the beginning of metalworking? If it is difficult for you to answer the question divide it into three questions: a) why did human labour become more productive with the discovery of iron; b) why did classes begin to appear with a rise in labour productivity; c) why did states arise with the forming of classes?
 2. Why did the Phoenician towns become rich quickly in the 1st millennium BC?
 3. Show the territory of the Persian kingdom on map 2. Name the independent states you know which existed earlier on this territory.
 4. Approximately how many thousand years have people known how to make things out of iron?
 5. In which century did the Persians conquer Babylon? In which half of the century? In which quarter? How many years earlier did the Persians conquer Babylon than they conquered Egypt?

§ 17. THE CULTURE OF THE PEOPLES INHABITING ASIA MINOR IN ANCIENT TIMES

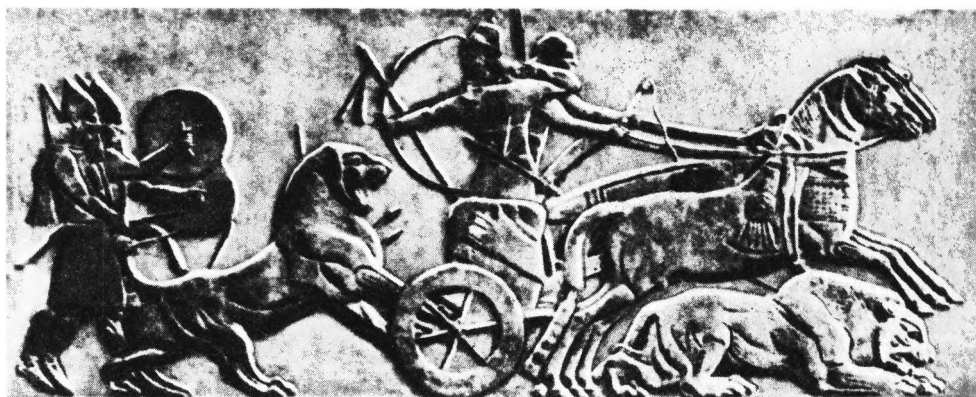
Recall what symbols the ancient Egyptians used and how they wrote (§ 12; 4); how did scientific knowledge arise among them (§ 12; 1-3).

1. Archaeological excavations in Mesopotamia. The attention of archaeologists was drawn to solitary hills rising on Mesopotamia's plains. Excavation of these hills began in the mid-19th century. Archaeologists found the ruins of ancient towns with palaces, temples and fortress walls under a layer of earth. The towns of the Assyrians were discovered and excavated first (see col. photo V).



1

1. Assyrian relief showing the siege of a town. On the wall is a person begging for mercy. Next to the wall is a wheeled battering ram. The ram is a heavy log one end of which is bound with iron. The ram was suspended under a roof and rolled to the wall. Then it was swung to and fro to destroy the wall. The roof was covered by leather with copper plates. On the right: Assyrian warriors one of whom holds a man-sized shield made out of twigs. The impaled prisoners. Below lies a dead prisoner. 2. Royal lion hunt



2

The mighty Assyrian kingdom was destroyed by its enemies at the end of the 7th century BC. Excavations confirmed accounts by ancient authors about the destruction of Assyrian towns—the ruins retained traces of the fires which raged here.

Other ancient towns in Asia Minor were excavated after the Assyrian towns.

2. The arts in Assyria. Among the works of art discovered by archaeologists in Asia Minor, the monuments of Assyria were particularly expressive.

The palaces of the Assyrian kings towered above the town; they were built on mounds raised by slaves. The palace was surrounded by fortress walls. Enormous stone bulls with wings and human heads stood at the entrance into the palace. Inside the walls were lined with stone plates covered by carved *reliefs*. Usually the reliefs showed gods and war scenes: expeditions of Assyrian warriors, their victories, destruction of enemy towns, executions of prisoners or prisoners being driven away to slavery. The reliefs also showed the king hunting lions brought there in cages for the purpose. Assyrian sculptors achieved great skill in depicting animals pouncing upon a hunter in rage or dying of wounds.

3. Cuneiform. Excavating the Assyrian capital, the city of *Nineveh*, archaeologists found a whole “library” in the palace. There were about 20,000 “books”. The library was not burned during the palace fire because the “books” were made out of clay.

Writing arose in Mesopotamia in the 4th millennium BC. There was no papyrus in Mesopotamia, so the local people had to write on clay. A pile of clay would lie next to the scribe who would mould a tablet for writing on it. In order to make the tablet with the writing hard, it would be dried in the sun or baked.

At first the people wrote by means of drawings in Mesopotamia. But it is difficult to draw on clay. Then wedge-shaped marks were made with a sharp stick. About a thousand characters were elaborated. Each character consisted of several lines and signified either a whole word or a separate syllable. This writing is called *cuneiform*. Having appeared in Southern Mesopotamia cuneiform spread widely throughout Asia Minor.

Scholars deciphered cuneiform and read the myths, laws and scientific treatises written down on tablets. Several tablets found in *Nineveh* contained the myth of the creation of the world and the deluge (supplement to § 14). Hammurabi's code was also carved on stone in cuneiform.

4. The earliest alphabet. The Phoenicians made a notable contribution to the development of writing. Trade required speed in writing; hieroglyphs and cuneiform were too complicated for this. The Phoenicians used the Egyptian experience where characters signified not only words but also sounds. An *alphabet* was invented in Phoenicia consisting of 22 consonant characters-letters; vowels were dropped in writing. The creation of the alphabet contributed to the development of writing and made learning easier.

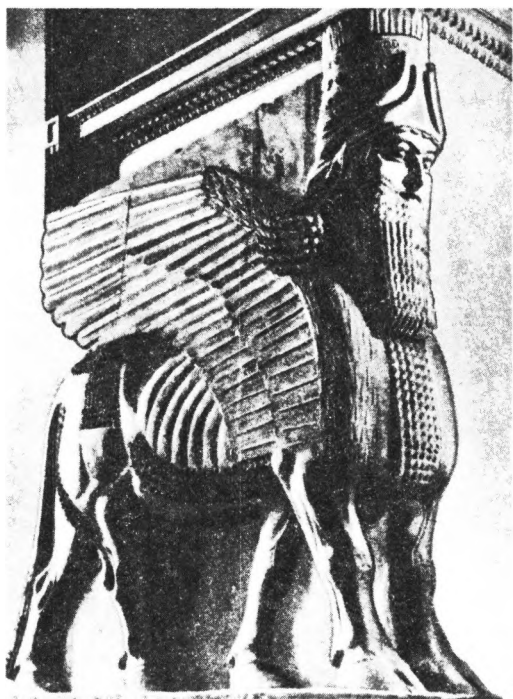
5. Scientific knowledge. School textbooks were found in Mesopotamia. Pupils had to count the harvest obtained from fields of different size; divide silver between five brothers in such a way that each brother would get one-fifth more than the next; calculate the interest on a debt; find out how many man-days were required to dig four pools of different depth on a mountain slope. (What conclusions can be made from these problems concerning life in Mesopotamia? Name at least five. What was the appearance of mathematics due to in Mesopotamia?)

A manual on methods of treating disease took up 40 cuneiform tablets.

Babylonian priests watched the stars from a high tower. They could predict eclipses of the sun and the moon. They divided the year into months and weeks, and the day into hours and minutes.

However, the knowledge accumulated by the ancient peoples in Asia Minor was still far from being real science. The Babylonians believed that the sky was a big dome with open windows through which rain poured down on earth. They thought that the sun, the moon and the planets were gods.

The culture—writing, scientific knowledge and the arts, which arose in Asia Minor, was as ancient as Egyptian culture.



CONTEMPORARIES' ACCOUNTS OF ASSYRIA'S WARS

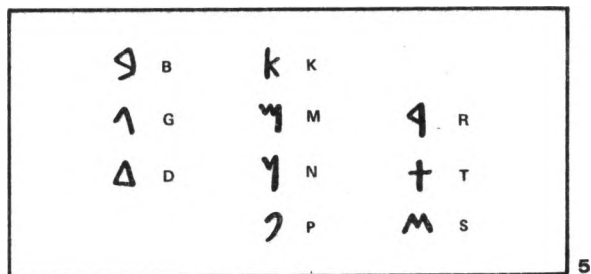
What can you say about Assyria's army and wars? What can you say about the documents' authors?

About the Assyrian army: "See how rapidly and irresistibly they approach, no one is dozing or sleeping. The horsehooves are like stone, the wheels are like a wild whirlwind. They roar like lions. No one can hide from them."

About an expedition of the Assyrian army to Transcaucasia: "I made their blood flow in rivers down the cliffs and gorges; the steppe, plains and the heights were coloured like red wool; I made bonfires of the local villages; I turned the fresh water of the canals into a swamp. My warriors burst into beautiful gardens and the iron axes resounded... I did not leave a single ear of wheat." (See col. dr. 8).

On the fall of Nineveh: "Woe to you, bloody city, filled by deceit and continuous plundering! Horsemen are riding, the sword is swinging, the axe is shining! Many people are killed and mountains of dead bodies rise... Nineveh is destroyed! Who would feel sorry for it? Everyone who hears about you, rejoices at your fate, for who has not felt your anger?"

- ? 1. What did you find out about the history of Asia Minor from ancient works of art? 2. Why did differences arise between ancient writing in Egypt and in Mesopotamia? 3. Why did scientific knowledge arise in Mesopotamia similar to the knowledge of the Egyptians? 4. How was the skill of the Assyrian sculptors manifested? *5. Write a story about the Assyrian state on the basis of illustrations and written documents.



BIRD	PLOUGH	LEG
𐎶	𐎡	𐎢
𐎵	𐎣	𐎤
𐎥	𐎦	𐎧

1. Statue of a winged bull with a human head which guarded the entrance into the palace according to Assyrian beliefs. 2. Assyrian warriors in armour (ancient relief): the helmet, the breast-plate, shield and other weapons. 3. Clay tablet with cuneiform writing. 4. Drawings turn into cuneiform characters: the bird, the plough, the foot. See how the drawings changed gradually. 5. Letters of the Phoenician alphabet

Mil- lennium BC	Century	The most important events in the History of ancient Egypt	The most important events in the history of Mesopotamia	
BC	4	Formation of the single state in Egypt. Ca. 3000BC	The rise of city-states. End of 4th millennium BC	
	3	Construction of the Great Pyramid of Cheops. Ca. 2600 BC		
	2	The rising of the poor and slaves. Ca. 1750 BC Conquests of Tuthmosis III Ca. 1500 BC 2		
		1	Conquest of Egypt by the Persians. 525 BC	Capture of Babylon by the Persians. 538 BC

ANCIENT INDIA

§ 18. INDIA IN THE 3RD-EARLY 1ST MILLENNIUM BC

(Map 3)

Recall the importance of the discovery of iron (§ 16; 2).

1. India's location and nature. India is separated from other countries by the world's highest *Himalaya mountains* whose summits are always covered by snow. In ancient times the only routes from India to other lands lay through mountain passes in the northwest.

Nearly the whole Hindustan Peninsula is a tableland with deposits of copper and iron. Between the tableland and the Himalayas lie the plains. The *Indus River* flows through the western part of the plain and the *Ganges River* through the eastern part. Both rivers take their source in the Himalayas; they flood large areas when the snow melts in the mountains.

Even winter is warm in India which is protected by the Himalayas from the northern winds. It seldom rains in the valley of the Indus with its dry steppe land. Pouring rains occur in the valley of the Ganges in summer. In ancient times the valley was covered by marshland and jungle—an impenetrable thicket of trees and bushes. It is dark even in the daytime in jungle. It is inhabited by panthers, tigers, elephants and swarms of poisonous serpents whose bite is deadly for people and animals.

2. India's earliest cities. People have lived in India for hundreds of thousands of years and there are many traces of primeval life here. For a long time scholars believed that the division of people into classes and the forming of the first states occurred on the territory of India only in the 1st millennium BC. About fifty years ago archaeologists discovered the ruins of cities in the Indus valley which existed in the 3rd and 2nd millennium BC.

The cities had straight streets, two and three storey brick houses with rich interiors and swimming pools. Poor people's huts were on other streets. A fortress rose above the city on a hill. A large granary was situated not far from the fortress.

In addition to grain the population of the Indus valley grew cotton. The fields were irrigated. The inhabitants also engaged in livestock breeding.



An ancient canal in India which still exists today (photograph). You can see rich foliage on its banks

The cities were centres of trade and the crafts. Craftsmen made things out of copper, bronze and gold. Cotton fabric was exported from here to Mesopotamia.

Many stone and bone seals were discovered during excavations. They had domestic animals and characters used for writing carved on them. But the earliest Indian writing has not been decyphered yet. Things are the only source of our knowledge about the life of the population in the Indus valley.

In the 2nd millennium BC the inhabitants left their cities; historical science still does not know the reason why.

3. The invasion of the Aryans and their settlement in India. In the

2nd millennium BC the *Aryan* tribes entered India from the northwest. The Aryans were *nomads* at the time. Nomads are people who wander from one place to another with their belongings. Usually nomads were cattle breeders. When the cattle had eaten and trampled the grass in one place they drove their herds to new places. The Aryans kept cattle and horses. As one of their chief gods they worshipped the sun god who drove through the sky on a golden chariot pulled by two bright red horses.

Elected chiefs, *rajas*, were the tribal leaders. The raja received donations from his tribesmen regarded as voluntary.

In cultural development the Aryan nomads were far behind the ancient city dwellers of the Indus valley. They had no writing and passed their ancient tales down from the older generations to the younger orally.

Moving through the steppe with their herds the Aryans gradually settled a larger part of India. Beginning to cultivate the soil they passed over to a settled way of life mixing with the country's population and began to live in territorial communities.

4. Activities pursued by the Indians in the early 1st millennium BC.

About a thousand years BC the Indians learned to mine iron and make things out of it.

The jungle was no obstacle for people with iron axes and spades. The territorial communities reclaimed land for crops in the Ganges valley step by step: they cut down the growth, dug canals and ploughed the land. With abundant moisture and warmth the fertile soil yielded fine harvests.

The iron ploughshare and spade could be used to till hard soils as well. Oxen were harnessed to the plough. Agriculture began to spread to India's tableland too.

The Indians grew grain, rice, sugar cane, cotton. The cotton was used to make fabric strong but thin enough for a dress to pass through a small ring.

In addition to cattle the Indians kept poultry. The modern chicken comes from India where the wild chicken was first domesticated.

The Indians tamed elephants forcing the enormous animals to serve people: root out trees, carry people and loads. Elephants were trained to take part in battle, attacking enemy ranks and trampling on enemy warriors.

By persistent efforts the Indians conquered their country's nature which was rich but fraught with many dangers.

- ?
1. What common natural conditions existed in India and in Egypt? What was different?
 2. What natural conditions were favourable for the development of agriculture in ancient India? What difficulties did the peoples of ancient India have to overcome? Why was the Indus valley settled earlier than the Ganges valley?
 3. Do you think classes and states existed in the Indus valley in the 3rd and 2nd millennia BC? Prove your point.
 4. What forced the Aryan nomads to wander from one place to another? How did the Aryans' activities influence their religion?
 5. What breakthroughs did the ancient Indians make in the economy?

§ 19. THE RISE AND DEVELOPMENT OF SLAVE-OWNING STATES IN INDIA IN THE 1st MILLENNIUM BC

(Map 3)

Recall how slaves were called in ancient Egypt (§ 7; 2); what features of ancient states do you know?

1. The emergence of classes. The fruits of Indian people's labours were appropriated by the rajas, priests and other noblemen who received part of the harvest and cattle from the territorial community. While the peasant community members tilled the soil with heavy ploughs or did other work, the nobles travelled in chariots, hunted or warred with neighbours.

The nobles turned prisoners into slaves; a slave was called a foreigner or an enemy. Watched by overseers the slaves cleared and cultivated the fields and worked in the slave-owner's house.

The nobles became slave-owners who exploited the peasant community members and the slaves.

2. The rise of the state. In order to make the peasants and slaves submit, the rajas mustered groups of well armed warriors.

These groups developed into permanent *troops*.

The overseers became *guards*.

The raja's servants who collected the grain and cattle from the community became *officials*—tax collectors and judges.

The rajas gradually became *kings* instead of elected chiefs; their children inherited their power.

In this way the state with kings, troops, guards and officials was formed in India in the 1st millennium BC.

The slave-owners realised the need for a state to preserve their wealth and lives. They said: "If there is no protection by the king, the rich people will be doomed to death and harassment." They also sought to make use of religion to strengthen their sway over the exploited people.

3. Division of people into castes. The Indian deity *Brahma* was regarded as the creator of the world and people. That was why Indian priests were called *Brahmans*.

The Brahmans said that god had created people from different parts of his body. From his mouth he created the Brahmans, and for that reason they could speak in the name of god. From his arms he created the warriors, from his thighs the peasants and craftsmen, and from his soiled feet the *sudras* or servants. Thus, according to the teaching of the Brahmans god had divided people into *castes*. A Brahman's son was born a Brahman, a sudra's son—a sudra. A person remained in the caste in which he was born all his life.

The sudras led a difficult life, but it was much more difficult and humiliating

for the *untouchables*. They were not in any of the main castes. It was believed that it was degrading for other people even to touch them. The child of an untouchable was regarded as unchaste from the day of his birth. The untouchables were to carry out the most difficult and unpleasant duties, for example, the cleaning jobs and the skinning of dead animals.

It was alleged that the laws laying down what people of different castes were to do and how to behave were established by god. According to Brahmins god also created the king and the warriors to enforce these laws and maintain the supremacy of the priests and the slave-owners. Those who broke the laws were cruelly punished.

Religion supported the slave-owning state, while the state supported religion.

4. India united into the Maurya state. The earliest states arose in the fertile Ganges valley. Then states appeared in other parts of India. At first they were not large. There were several dozen of them only in Northern India.

Almost continuous devastating wars were waged between the states for land, slaves and other booty; some states perished, others rose to supremacy.

The *Magadha* state began to grow strong in the 6th century BC. Its kings succeeded in conquering a considerable part of the Ganges valley and the lands next to it. The capital of the kingdom was *Pataliputra*, now *Patna*.

Magadha's wars of conquest were particularly successful from the late 4th century BC, when it came to be ruled by the *Maurya* kings. According to an ancient author the Mauryas had an enormous army: 600,000 infantrymen armed with longbows, swords and shields, 30,000 horsemen and 9,000 combat elephants.

The state reached its peak under the third king from the Maurya family, *Asoka*, in the 3rd century BC. Nearly all of India was under Asoka's rule except for the southern part of the Hindustan Peninsula.

However, the enormous Maurya kingdom was not stable. It began to break apart at the end of Asoka's reign, and it was divided into several independent states at the beginning of the 2nd century BC. Although a large kingdom was again formed in India 500 years later, it was much smaller than the possessions of Asoka.

The rise of the Maurya kingdom and the ceasing of internecine wars in India were important for the progress of culture and relations with other countries.

FROM THE LAWS OF THE BRAHMANS

Due to his springing from the best part of the body, the Brahman is the master of the whole world. What the Brahman likes must be given without regret.

God ordained one duty for the sudra—to serve the higher castes with patience.

The warrior does not prosper without the Brahman, the Brahman does not prosper without the warrior.

God created the king and warriors to guard the whole world.

A red-hot iron rod must be put into the mouth of the sudra who insults people of higher castes. Let the king order boiling oil to be poured into the mouth and ears of the sudra who argues with a Brahman.

Instead of the death penalty the Brahman shall have his head shaved.

- ? 1. Why did the state arise in ancient India? 2. Why did castes form in India? Could castes form under the primitive communal system? Prove your point.

§ 20. CULTURE IN ANCIENT INDIA

(Map 3)

Recall the scientific knowledge which arose in Egypt and Asia Minor in ancient times (§ 12 and § 17).

1. Pataliputra and other cities in ancient India. Indian cities began to grow rapidly from the middle of the 1st millennium BC. The largest city was Pataliputra. It stood on the banks of the Ganges stretching several kilometres along the river. Pataliputra was surrounded by a deep moat and a fortress wall with 64 gates.

The king's palace was in the centre of the city. It was decorated by pillars, fretworks and statues.

Many of the cities were built according to a plan and had straight streets. The crafts developed rapidly in the cities. Whole districts in the city were taken up by workshops of ivory, stone and wood carvers, weavers, smiths, potters and other craftsmen. The craftsmen enjoyed the patronage of the king and were exempt from tax paying.

Wide paved roads led from Pataliputra to India's other cities and to other countries. Wells were dug along the roads at regular intervals.

Pataliputra and India's other cities were centres of education and medicine.

2. Education, writing and mathematics. Development of agriculture and the crafts, and the rise of the state led to the emergence of new writing in India instead of the writing of the 3rd and 2nd millennium BC that had been forgotten. The Indians founded writing on the basis of the Phoenician alphabet. Some characters signified sounds, others whole syllables. Indians wrote on dried palm leaves cutting them into rectangles.

Geometrical shapes of the buildings and city blocks, the exact lines of the canals show that Indians knew geometry quite well.

The Indians introduced *zero* into mathematics. This enabled them to elaborate a simple and convenient way of counting by means of ten number symbols. Today, almost the whole world uses the system. Europeans call the numbers

Arabic because they learned them from the Arabs, but the Arabs called them Indian.

The cities had schools where elementary literacy, grammar, mathematics, literature and other subjects were taught. But the division of people into castes hindered the spread of education considerably. There were quite a few educated people among the Brahmans and warriors, but schools were closed for sudras and the untouchables. The latter were not even permitted to live in cities.

3. Medicine. Hospitals and medical schools existed not only in Pataliputra but also in India's other cities; future doctors studied for seven years. Indian doctors knew how to do surgery and had many good drugs; some of them were sent to other countries from India. But Indian medicine retained the rituals of the distant past when *sorcerers* and *witchdoctors* attempted to cure ill people by means of exorcist muttering which was supposed to drive out the evil spirits. Administering the correctly chosen medicine or performing surgery the doctor would pronounce magical words against the illness. The doctors were called witchdoctors.

4. Literature. The appearance of writing in India enabled to write down the ancient tales and songs which had been passed down orally from generation to generation for hundreds of years. The songs created by the Indian people were incorporated into two poems *Mahabharata* and *Ramayana*.

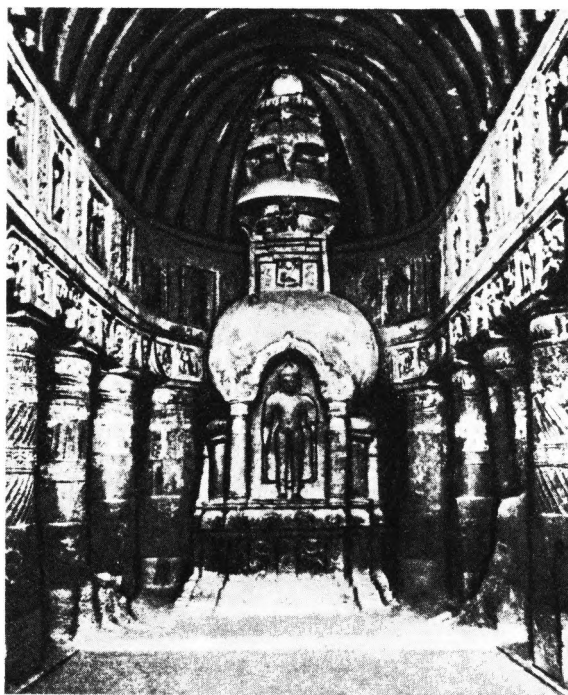
Mahabharata was based on real historical events: the struggle between two royal families for power. Folk poets describing these events ornamented them with fantastic details. (*Mahabharata* is summarised in the supplement to § 20.)

Ramayana describes the heroic feats of Prince Rama. He was expelled from his country, his beloved wife seized by an evil king. Rama mustered an army consisting of apes and bears and got to the island of Sri Lanka where his foe reigned. Rama killed him in a bout, freed his wife and returned home with her.

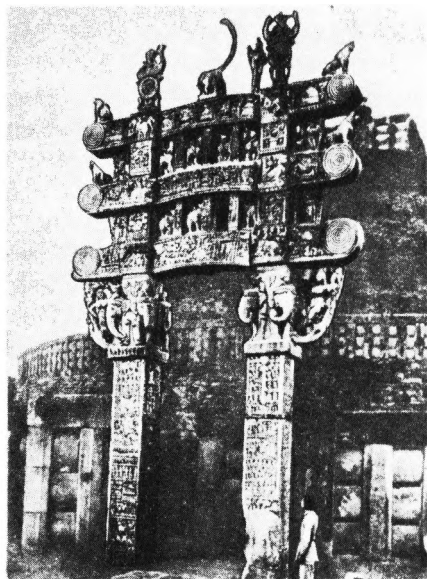
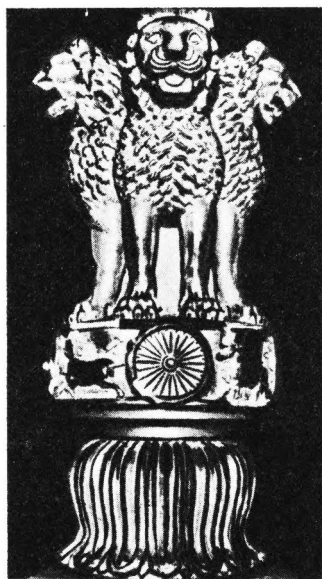
In addition to poems the Indian people made up many tales, fables and other literary works. The fables ridiculed greed, foolishness, and flattery. For example, one fable tells us how a crow was sitting on a tree holding food in its beak. A cunning jackal began to praise the crow's voice; the foolish bird crowed and the food fell from its beak. This fable, as some others, served as the basis for fables in other countries.

Literature reflected many of the ancient Indians' beliefs. But it also brilliantly expressed the views of the people who denied the existence of gods and the human soul and did not believe in magic. These people said boldly: "God does not exist, all those who tell about god are liars."

5. Sculpture and architecture. In much the same way as ancient Indian writing was forgotten, following the abandonment of India's ancient cities stone building ceased for a long time in the country. The wooden houses and statues failed to come down to our time. Stone building was resumed only in the 4th century BC after a large state was formed in India. Particularly many structures, pillars and statues were erected in Asoka's reign.



1. The interior of an Indian temple of the 1st century BC. 2. Upper part of a stone column of the 3rd century BC depicting four lions. Today, this picture serves as the state emblem of the Republic of India. 3. The gates of a temple of the 1st century BC. Hewn out of stone the gates seem to be made of fine lace. They are decorated with numerous figures of people, animals and plants



The tall columns built in the 3rd century BC on Asoka's orders are monuments to the might of the Indian kingdom. Every column was made of a huge rock. Four stone lions stand on one of them. They look in four different directions as if guarding the state boundaries.

A remarkable monument of art—carved stone gate of a temple—was built in the 1st century BC. The ornament of the gate shows India's rich foliage and animals, the heroes of myths, goddesses guarding the entrance into the temple, and scenes from everyday life.

Some temples in ancient India were hewn out of rock like caves. One temple of this kind (1st century BC) is lined by smooth glass-like columns inside. Light enters the temple only through some windows hewn in the front part of the temple. Stone figures of people and sacred animals stand out from the walls in the darkness.

Chess playing originated in India. The ivory chess pieces depicted the Indian army in ancient times. The foot soldiers, the pawns, were in front. In the centre was the king and the commander. On the sides were the elephants, the horses and the castles. Chess was called "four members of an army".

6. India's relations with other countries in ancient times. Having arisen in the 3rd and 2nd millennium BC India's relations with other countries were weakened after the abandonment of cities in the Indus valley. These relations expanded once again with the development of agriculture, livestock breeding, education and the crafts in India and the rise of large states. Ships sailed from the seaports westward, to Mesopotamia and Egypt, and eastward, to Southeast Asia, Sri Lanka and China. Caravans of pack animals travelled over the mountain passes to Central Asia and the shores of the Mediterranean Sea. Fine fabrics, precious stones, ivory and other luxury items from India were highly valued even in Europe. In addition to merchants India was visited by embassies, scholars and travellers, and sent its own envoys to other countries.

There were particularly close relations between India and the countries of Southeast Asia in ancient times. The Indians not only traded with the inhabitants of Indochina and Indonesia but also settled in these countries; educated people from India often served at the courts of local kings and occupied high posts. Relations with India greatly contributed to the development of culture, writing, the arts and scientific knowledge in the countries of Southeast Asia.

Creating its own culture the Indian people borrowed a great deal from other advanced peoples of ancient times. The Indian people made a major contribution to the culture of the ancient world by passing to neighbouring and distant lands much of what it created.

ANCIENT INDIAN POEM *MAHABHARATA*

(A summary)

Under which system was the poem created? What indicates it?

The poem tells about the struggle between two families of rajas. The five Pandav brothers were left without father at an early age. Their uncle and cousins drove them from their native parts. When they grew up the Pandavs became strong warriors. The king of a neighbouring kingdom promised to marry his daughter to the man who would hit the eye of a goldfish with an arrow. The fish was suspended from a tree and a wheel with spokes turned in front of it. Young men came to the competition from all of India. Only one of the Pandav brothers hit the mark. He married the princess.

The elder Pandav lost himself, his brothers and the princess playing dice. They all became slaves. Subsequently the brothers freed themselves, but were unable to return their domains peacefully. A life and death struggle began between the Pandavs and their cousins. The chief enemy of the Pandavs said: "Either I shall conquer them and rule the world, or they will rule it after my death." Some tribes sided with the brothers, others stood up for their foes. The battle between them continued for 18 days. Masses of people fought forgetting everything except the desire to destroy the enemy. Arrows hit enemy arrows in the air, chariots collided with chariots, elephants clashed hitting each other with their tusks in a rage. Horsemen sped over the field like birds, arrows flew through the air like serpents. The field was covered with the bodies of the dead and the wounded who damned those who had started this terrible battle.

The scales tipped first to one side then to the other. Finally the Pandavs won. They became the kings and conquered the lands to the very sea.

- ? 1. Prepare a story about the city of Pataliputra. 2. What promoted the development of culture in India in the 1st millennium BC? 2. What successes were scored by the Indian people in developing culture in the 1st millennium BC and the beginning of the 1st millennium AD? 4. Which of the things created by the Indian people in ancient times do we still use?

§ 21. SRI LANKA IN ANCIENT TIMES

1. The location of Sri Lanka. The large island of *Sri Lanka* is situated not far from the southern end of the Hindustan Peninsula almost on the equator. The lanes between the eastern and the western parts of the Indian Ocean pass near the island. It is separated from Hindustan by a narrow strait several dozen kilometres wide. A chain of isles and coral reefs stretches across the strait making it easier for Sri Lanka to communicate with the continent. This chain is obviously what remains of an ancient mountain range which sunk into the sea. These isles are associated with an ancient legend: Prince Rama's warriors were alleged to have thrown rocks and stones into the sea so as to cross over to Sri Lanka.

2. The nature of Sri Lanka. The surface of the island, its soils and precipitation are very varied.

There is a mountain range in the central part surrounded by lowland. Precipitation is abundant in the southwestern part; the northern and eastern parts are drier. Rapid rivers run from the mountains flooding large areas during downpours.

In ancient times there were thistled shrubs and forests in the dry areas of Sri Lanka. Thick jungle covered the humid southwestern part of the island. Among the plants growing in the jungle palms of different kinds were particularly important for people.

There were wild elephants, buffalos and many other animals on the island.

3. The earliest data on the history of Sri Lanka. Archaeological findings show that people lived on the island as far back as the Stone Age.

The earliest inhabitants of Sri Lanka known to us were the *Veddahs*. In the 6th century BC they still used stone implements. They were acquainted with land tillage, but did not know irrigation. The Veddahs lived under the primitive communal system but the nobles had started to emerge. Several thousand Veddahs continue to live in Sri Lanka today retaining many ancient customs.

The basic written source on the ancient history of Sri Lanka is the major historical work *Mahavamsa*. The first part of *Mahavamsa* was compiled in the 5th-6th century AD from oral tales and earlier written sources.

Mahavamsa tells us how a group of people from Northern India led by Prince *Vijaya* landed in Sri Lanka in the 6th-5th century BC. The tribe to which Vijaya belonged was called Sinhal; the settlers therefore were called *Sinhalese*. Today the Sinhalese make up the majority of the population in Sri Lanka.

4. Activities of the population of Sri Lanka in ancient times. At first the Sinhalese settled in the northern part of the island. Gradually they spread to other areas. The chief occupation of the Sinhalese was land tillage and livestock breeding. Using the rivers flowing from the mountains the Sinhalese built an extensive irrigation system. The system included reservoirs surrounded by dams which contained rain water, and thousands of canals bringing water to the fields. The enormous *Minneri* reservoir built in the 4th century AD and some other ancient irrigation structures have been preserved and are even used today. Irrigation enabled the inhabitants to grow rice which requires much water and also wheat, barley, corn and cotton.

The Sinhalese tamed and used buffalos, elephants and other animals. Rich iron ore deposits provided Sinhalese blacksmiths with excellent raw material.

The favourable position of the island on the sea lanes contributed to an early start of trade not only with nearby but also with distant lands. Pearls, precious stones and cotton fabric were brought even to Western Europe.

Cities arose on the island with the development of the crafts and trade.

5. Classes and states in Sri Lanka in ancient times. The main work in cultivating land was performed by the peasants. They lived in territorial communities. But numerous slaves also appeared in Sri Lanka. Prisoners captured in wars and debtors who had failed to return their debts were turned into slaves. Slaves dug canals and reservoirs, cultivated the slave-owners' fields and built palaces for them.

The division of the population into classes of slave-owners, slaves and community peasants led to the rise of states. According to *Mahavamsa* the first king in the north of Sri Lanka was Vijaya. Later other states emerged.

The state's chief concern was collecting taxes from the community peasants, maintaining a strong army to put down insurrections and wage wars with neighbours, and organising the irrigation work. Irrigation provided kings with new arable land which they granted to noblemen, warriors and officials as rewards for service.

Tribes of *Tamils* belonging to India's earliest population crossed over from Southern India to Sri Lanka. Sometimes these were apparently peaceful expeditions, at other times armed invasions leading to wars involving great bloodshed.

In the 2nd century BC the king of the Tamils succeeded in conquering the northern part of the island with the main city of *Anuradhapura*. He reigned there for forty years. At the turn of the 1st century BC the king of the southern kingdom Dutugemunu expelled the Tamil king and united the whole island under his rule. A strong state arose which existed for several centuries.

6. The ancient culture of the Sinhalese. The strengthening of the Sinhalese state contributed to further cultural development.

The Sinhalese at first used one of the Indian systems of writing but subsequently created their own writing. They wrote on carefully prepared palm leaves cut into rectangles.

The *Mahavamsa* mentioned above was an outstanding literary work. In addition, numerous songs, fables and poems were created. The Sinhalese folk theatre and national dances go back to the distant past.

A Chinese traveller left us a description of Sri Lanka's ancient capital Anuradhapura. The description was made in the 7th century AD, but the city had been built much earlier. Anuradhapura had straight streets dividing the city into blocks. There were many two-storey houses. "The golden merlons of the temples and palaces shine against the sky; bridges are arched over the streets ... vases with flowers stand here and there and there are niches with statues holding lamps."

The ancient monuments of art that have been preserved confirm what was said about ancient Sinhalese architecture. The dome of the *Ruanvelli* temple can be seen for dozens of kilometres. Its building was started under king Dutugemunu, and its regular and elegant forms exhibit not only the artistic

taste of its builders but also their knowledge of mathematics. The cave paintings in the *Sigiriya* palace are true to life and graceful.

The ancient monuments of art are now carefully guarded and are being partly restored.

?

1. From what sources do we learn the ancient history of the island of Sri Lanka?
2. What occupations of the inhabitants were promoted by Sri Lanka's nature?
3. What peoples did the population of Sri Lanka consist of in ancient times?
4. How did states arise in Sri Lanka? What role did they play in its history?

ANCIENT CHINA

§ 22. THE FORMATION OF THE CHINESE STATE

(Map 3)

1. China's nature. Extensive lowlands bordering the sea are situated in the east of *China*. Rocky highlands and mountain ranges occupy the western part of China.

Much rain falls on the sea shores. The further from the sea to the west the less rain there is. Severe droughts are frequent here.

Two large rivers, the *Huanghe* and the *Yangtze* flow through the lowlands. The banks of the *Huanghe* consist of loess resembling fine well-packed yellow sand. It is easily cultivated by the hoe and the plough. When sufficiently watered the loess is very fertile.

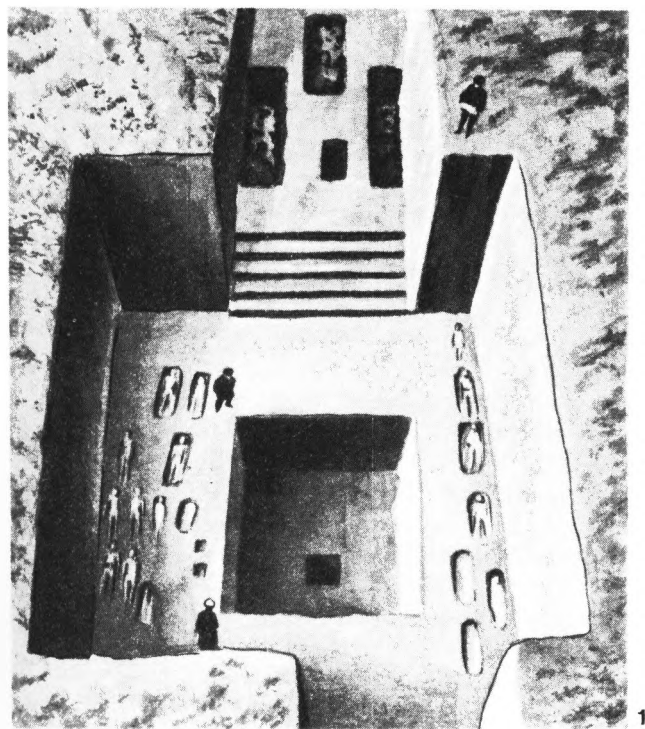
During rains the *Huanghe* floods areas of dozens and hundreds of kilometres. The water easily washes away the loess. The *Huanghe* eroded the banks and laid itself a new bed many times. Whole villages fell into the river. The Chinese called it the "roaming river", "China's woe", the "river of a thousand calamities".

The fertile banks of the *Yangzi* were covered by thick forests in ancient times.

2. The *Huanghe* valley in the 2nd millennium BC. Land tillers settled the fertile lands along the middle reaches of the *Huanghe* River. They grew *millet*, wheat, *rice*, and vegetables, and bred cattle. They also reared the *silk worm* and made beautiful and strong fabrics out of silk thread.

Archaeologists found many graves dating back to the 2nd millennium BC along the banks of the *Huanghe* River. Some of the graves contained bodies wrapped in matting with a pot of food placed nearby. Other graves looked like complete houses built in the ground. Gold articles, weapons, stone and bronze vessels lay around the casket. Dozens and sometimes even hundreds of people were buried together with the dead man so they would serve his soul and protect it. Some of them were beheaded before the burial, others were bound up and buried alive.

It is written on a piece of bone that has come down to us from that time: "We burn a slave for rain to descend upon the earth." Fear of droughts and



1. A grave dating back to the 2nd millennium BC excavated on the banks of the Huanghe River. The casket was placed in a deep grave and surrounded by skeletons of people buried together with the king. Skeletons of horses are situated farther from the grave. 2. Chinese pottery of the 2nd millennium BC

floods led to the belief in evil gods of the wind, the rain and the river. Slaves were sacrificed to the gods: they were burned alive or drowned in a river.

Material and written sources show that the slave-owning system was established in the Huanghe valley in the 2nd millennium BC and the earliest slave-owning state was formed in China.

3. Economic development and the rise of a centralised state in China in the 1st millennium BC. Although the peasants asked the gods to send rain to their fields, they relied more on their own labour. They sang:

I took a spade instead of a cloud,
I dug a canal instead of rain,
It is both water and fertiliser.
My harvest will be rich...

They built dikes on the banks of the Huanghe protecting the plain from floods; on the plain they dug canals bringing water to the remote fields. The land on the banks of the Yangtze was also cultivated. There were villages surrounded by fields and gardens throughout Eastern China. Large cities arose with dozens of thousands of inhabitants.

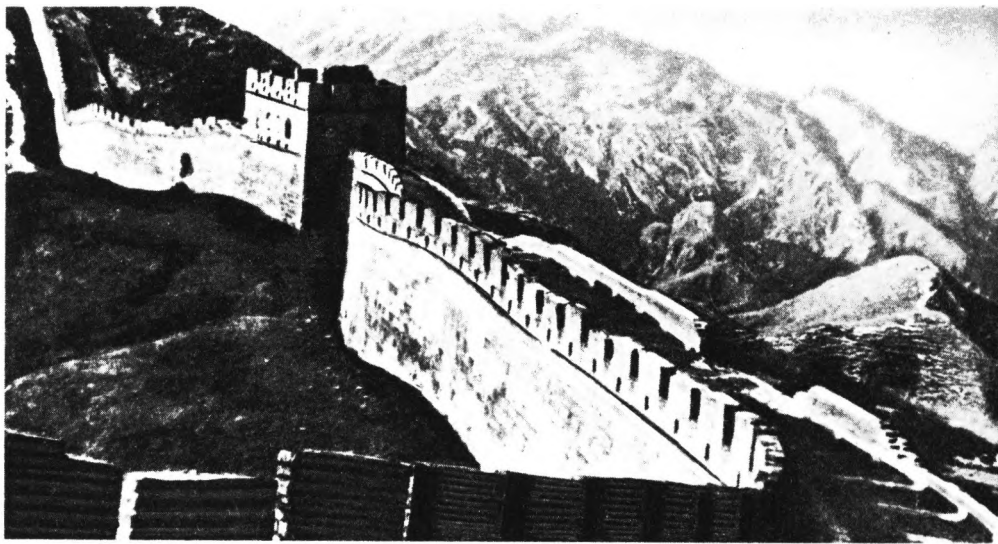
Several states arose in China that constantly warred with each other. The *Qin* state became the strongest in the 3rd century BC. By force and by cunning, taking advantage of the hostility between different states, the *Qin* king conquered all of China. In **221 BC** he proclaimed himself *Qin Shi-huangdi* which means the "first *Qin* ruler".

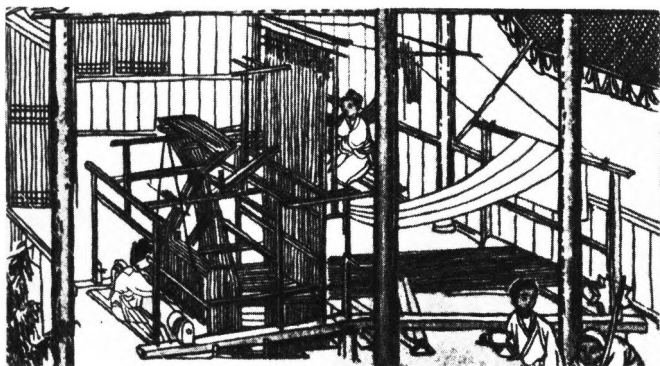
4. The building of the Great Wall of China. *Qin Shi-huangdi* ordered a wall built to defend the country from the *Huns*. Warlike tribes of *Huns* roamed the lands to the north of China and raided Chinese towns and villages. Many peasants, slaves, warriors and condemned criminals were driven together to build the wall.

Thousands of people died during the building; according to a legend their bodies were put inside the wall. Those who died were replaced by new labourers. They built a stone-earth-and-brick wall with towers along China's northern boundary.

The wall was wide enough for five horsemen to ride side by side along the top. It was called the Great Wall of China. The building and repair works continued off and on for more than a thousand years.

The Great Wall of China (photograph)





1. A weaving-loom (ancient Chinese picture). The weavers are making silk fabric out of yarn. 2. Ancient Chinese coin



2

5. The Chinese kingdom's wars of conquest. The kings of China did not only defend their country but also seized lands beyond its boundaries. Particularly many wars of conquest were waged by the kings from the *Han* family who ruled China from the 2nd century BC to the 2nd century AD. Large and well armed Chinese armies inflicted defeats on the Huns. The main expeditions by Chinese troops were directed westward—the *Han* kings sought to conquer the rich countries of *Central Asia*.

The very long road crossing almost all of Asia from east to west was called the *Great Silk Route*; silk valued highly throughout the world was carried along this route from China. The Chinese carefully guarded the secret of making silk and obtained great profits from the silk trade. *Chinese infantry and horsemen also trod the Great Silk Route in expeditions of conquest against Central Asia and the neighbouring countries.*

- ?
1. What difficulties did the Chinese people overcome in taming nature in ancient times? How were these difficulties reflected in religious beliefs of the ancient Chinese?
 2. What sources of the 2nd millennium BC point to the rise of the slave-owning state in China at that time?
 3. Find the territory of the Chinese state in the 3rd century BC on the map. Find the areas conquered by the 2nd century AD.
 4. Tell about the Great War of China referring to the text, drawings and the map.
 5. How many years ago did a centralised state arise in ancient China?

§ 23. POPULAR UPRISINGS IN CHINA

(Map 3)

Recall how people became slaves in the countries of the ancient East (§7; 2; §10; 4; §15; suppl.; §16; 3).

1. The position of the peasants and slaves. In the reign of the Han kings the slave-owners grew still richer and the slaves and the peasants were exploited more cruelly.



Ploughing a rice paddy in China. The paddy is immersed in water because rice requires much moisture (ancient Chinese picture).

Contemporaries wrote that the fields of the rich were everywhere while the poor did not have land enough to stick an awl in. Many peasants were forced to rent land from the rich or work as day labourers for them. "When the peasant works on the field, his trunk is in water and his feet are in dirt. His hair and skin are scorched by the sun. His body is strained to the extreme."

Almost everything the peasant obtained by his own labour went to pay taxes and the rent. The peasants ate the "food of swine and dogs". They wore clothing made of straw, leaves and reeds.

The number of slaves had grown considerably in China. A total of 70,000 slaves worked in the mines belonging to the king. The Chinese warriors returned with 200,000 prisoners from just one successful expedition against the nomads. Those who failed to pay taxes, debts or the rent were turned into slaves. During famine peasants had to sell their children into slavery. For the slightest offences judges turned the guilty man and his family into slaves. Slave-owners bought the condemned in prisons as cattle is purchased in the marketplace.

Chained slaves dressed in rags were driven along the roads of China or transported in cages like animals. Slaves had their heads shaved and faces branded.

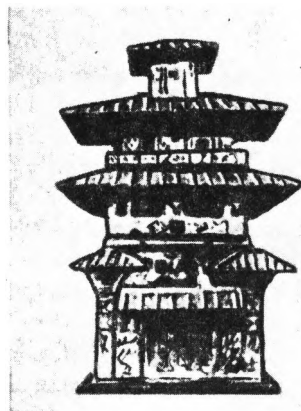
2. The life of the slave-owners. An ancient Chinese writer described the life of the slave-owners in the 2nd century AD: "They have thousands of male and female slaves. Their huge houses cannot contain all the precious things they own. There's not enough room in the mountains and valleys for

their horses, cows, sheep and swine. There are rows of singers and musicians. They cannot drink up the wine before it turns sour. They cannot eat up the meat before it becomes tainted."

The peasants and slaves aptly called the slave-owners "rats without conscience eating other people's bread".

3. The struggle of peasants and slaves against the exploiters. The poor and the slaves fled to the mountains and forests. They formed bands and attacked officials and slave-owners. Chinese chronicles are filled with such descriptions: "the slaves killed the mine chief, captured arms", "attacked the officials, stole the slaves, plundered the warehouses and weapons", "killed the chief and captured arms".

One of the largest uprisings in China occurred at the beginning of the 1st century AD. It is called the uprising of the *Red Brows* (an account of the uprising is presented on page 98).



1. Ore digger (ancient Chinese figurine). *What does this figurine tell us about?* 2. Ancient clay models of houses found in graves in China

1

2

4. The uprising of the Yellow Headbands. At the end of the 2nd century AD, one and a half century after the uprising of the Red Brows, three Zhang brothers urged the people to overthrow the king and establish a happy life. Preparations for the uprising were underway throughout China; armed groups were set up secretly at mines, in shops and villages.

In **184 AD** a traitor gave away the plan of the uprising. More than 1,000 followers of the Zhang brothers were seized and executed. Then the brothers issued the order to immediately begin the uprising; their messengers rode to all the cities and provinces. The uprising flared up in the country's central provinces. Hundreds of thousands of peasants and slaves revolted. They captured cities, seized the property of the rich people, freed prisoners and slaves. They wore yellow headbands as a sign of their struggle against the oppressors. That was why it was called the *uprising of the Yellow Headbands*.

The king and the slave-owners were terrified. They called up all the officials' and military commanders' sons, all their most faithful servants to the army. The slave-owners mustered an enormous force and set out at its head. A cruel war was waged almost throughout China between the exploiters and the exploited (see col. dr. 10).

5. Defeat of the Yellow Headbands. Even the enemies of the insurgents acknowledged their courage. However, the Yellow Headbands failed to unite their forces, each group acted separately. Neither did they have such arms or such experienced commanders as the king's troops.

Attacking the camp of the Yellow Headbands unexpectedly, the king's troops drove them into a swamp and a river where 50,000 insurgents were drowned. Some 100,000 insurgents were massacred during another battle. The king's commander ordered a tall tower to be erected out of their heads. The main forces of the Yellow Headbands were routed. The Zhang brothers fell in battle. The victors executed anyone they suspected of sympathising with the insurgents. They showed no mercy even to women and children.

New groups of peasants and slaves took the place of those who fell in battle. The slave-owners succeeded in completely putting down the uprising only after 20 years of stubborn fighting and cruel executions.

Although the uprisings were defeated, they weakened the power of the Han family hated by the people. In a few years the last Han king was killed. The kingdom fell apart into several small states.

UPRISING OF THE RED BROWS

(After the works of ancient Chinese historians)

The insurgents appeared like swarms of bees. Fang Chong was brave and the masses followed him. Preparing for battle Fang Chong and his followers painted their brows red to differ from the king's warriors.

The king appointed nine commanders calling them the "tigers". He put them at the head of tens of thousands of warriors. He gave the warriors 4,000 coins each. But the troops refused to fight. Six "tigers" were defeated and fled. Three "tigers" gathered the dispersed troops to defend the capital.

The insurgents converged on the capital from all sides. The king ordered criminals to be released from prison and armed. As soon as they came out of the city, they dispersed.

The insurgents burst into the capital. The city was in flames and there was fighting in the streets. The king hid in the palace on an island in the middle of a pond.




The insurgents surrounded the palace and began shooting arrows. The king's defenders fell one by one, they had no arrows left. Hand-to-hand fighting began. The insurgents captured the king and chopped off his head.

The Red Brows failed to take advantage of their victory. The peasants and the slaves thought that all their misfortunes were due to an evil king and that their lives would be easier under a just king. They allowed the slave-owners to establish the rule of another king.

- ?
1. What method of turning people into slaves did you learn about in § 23?
 2. What were the main causes of the uprising of the Yellow Headbands? What served as the impulse to the uprising?
 3. Why did the uprising end in defeat?
 4. How many years ago did the uprising of the Yellow Headbands occur? In what century was the uprising? In the beginning or at the end of the century? How many years passed from China's unification in a single state and the uprising of the Yellow Headbands?
 - *5. Make up a story about the life of a peasant turned into a slave and taking part in the uprising of the Yellow Headbands referring to the text and the drawings.

§ 24. CULTURE IN ANCIENT CHINA

Recall what scientific knowledge appeared in Egypt and Mesopotamia in ancient times and why (§ 12; 1, 2 and 3; § 17; 5).

1. Writing. The Chinese people invented writing about two thousand years BC. Hieroglyphs served as characters for writing. Each hieroglyph stood for a whole word. For example, the hieroglyph  meant "tree", two of the same symbols  meant "forest", and three  meant "thicket". There are several dozen thousand hieroglyphs in Chinese writing.

Literacy was inaccessible to Chinese peasants because the study of hieroglyphs required many years, while the poor people did not have the means to educate their children.

The ancient Chinese wrote on bones, on silk and on bamboo strips. Silk was expensive, and it was used for particularly important inscriptions. Bundles of bamboo strips were used as books.



1. Ancient Chinese inscriptions on bamboo slabs. Setting out on a journey a Chinese scholar took along whole cartloads of such "books". 2. Paper being made in China (ancient picture). On the left: pulp being boiled in a pot. On the right: pieces of paper being molded out of pulp flowing through pipes. Above: Chinese hieroglyphs

In the 1st century AD the Chinese invented *paper*; it was made from rags, bark and bamboo. Paper was cheaper and much better than bamboo strips. The invention of paper was very important for the spreading of education.

2. Scientific knowledge. Chinese scholars wrote many scientific works. Works on agriculture described the Chinese peasants' experience in cultivating the soil and breeding livestock and silk worms gained during thousands of years.

The ancient Chinese doctors knew many medicines for treating disease and wounds. *Tea* served as a medicine intended to sustain the patient's strength. Later it began to be used as a drink.

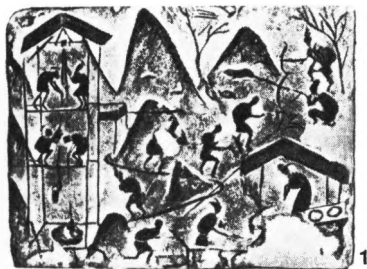
The Chinese astronomers compared the world with a giant egg: the Earth was the yolk and the sky was the shell. The stars were fastened to the sky from the inside and the sky revolved together with them round the Earth.

Travellers compiled the *Book of Mountains and Seas*, a geography of China. It contained much useful knowledge on the country's nature. But authors also reported fantastic facts about little known places, for example: "There live spirits with human faces, the bodies of tigers, striped skins and white tails." The ancient Chinese invented the *compass*.

3. "Historical Record". The famous historian *Sima Qian* lived in the 2nd and the beginning of the 1st century BC. He collected and studied a great number

of written documents. Sima Qian travelled to all parts of China, visited the sites of the most important historical events and saw ancient monuments. The historian wrote down the accounts of witnesses of events and many oral stories about the distant past. He himself witnessed many events. On the basis of these sources Sima Qian wrote a history of China from the earliest times to the last years of his life. He called the book he devoted his whole life to *Historical Record*.

Sima Qian wrote "without distorting the good and without hiding the bad". He was not afraid of writing the truth about the kings and the nobles; this provoked the king's anger against him.



1. Salt mining (ancient Chinese relief). 2. A feast in the palace (ancient Chinese relief).
Below: nobles arriving at the palace attended by warriors on foot and on horseback.
The middle row: the host welcoming his guests. Above: feasters, musicians and guards

4. The arts in ancient China. The Chinese people created many tales, songs and novels in ancient times. Persons from different classes expressed their views and emotions in them. (Read excerpts from works on page 102.)

Buildings were mostly wooden in ancient China and did not come down to us. But many stone, bronze and baked clay artifacts have been found. They acquaint us with the life and beliefs of the ancient Chinese.

Ancient bronze and stone vessels were of different forms. Dragons and other fantastic animals, beautiful ornaments and scenes from myths are depicted on the vessels (see dr. 2 on page 93).

We have many works of art telling about the life of people from different classes under the Han kings: clay figurines of labourers, models of a wealthy person's house and poor people's huts. Reliefs on stone depict a feast in the palace, and the salt mines. The sculptors skillfully conveyed the leisurely and important manners of the palace owner, the obsequious and hurrying servants, and the slaves exhausted by hard work.

The relief depicting the salt mines shows that some ancient sculptors felt pity for the slaves and realised the cruelty and unfairness of exploitation.

FROM SIMA QIAN'S *HISTORICAL RECORD*

What do you learn about the religious beliefs of the ancient Chinese from the account? What was Sima Qian's attitude to the priests?

The wedding of the river god was held every year in one town. The elders and the priestesses drowned the most beautiful girl in the river. They also collected an enormous sum of money from the inhabitants. The town dwellers were ruined; taxes collected for the treasury were reduced. The ruler of the province was worried by the fact. He came to the wedding. He looked at the bride and said that she was not beautiful enough for the god; the chief priestess would have to ask the god to wait until a more beautiful girl was found. And he ordered the priestess thrown into the river. Since she failed to return for a long time the ruler sent three other priestesses after her. Then he said that the priestesses could not explain what the matter was to the god so the elders would have to go and he ordered them also thrown into the water. After that no one dared hold weddings of the river god.

FROM WORKS BY ANCIENT CHINESE AUTHORS

The views and interests of which classes did the authors of these works express? Prove your point.

I. O master, you have neither sowed nor reaped,
Why then have you taken away thirty million sheaves?
Why are there oxen in your place?
A real man never eats
The bread of idleness like you, masters.

II. The heavens [that is god] do not speak themselves, they assign a person to proclaim its intentions. The king knows these intentions; that is why he is called the son of the heavens.

The son of the heavens is instructed by the heavens, his subordinates are instructed by the son of the heavens.

III. Why are people unequal in this world?
A rich man eats amply of rice and millet,
A poor man eats bran
Why is a poor man bad and is a slave more foolish than his master?

- ?
1. The writing of which people does the Chinese writing resemble? In what way? What are the differences between them?
 2. What inventions and discoveries were made by the ancient Chinese?
 3. What historical sources did Sima Qian draw on? What were his good traits as a man and an historian?
 4. What did you learn about the history of ancient China from the ancient works of art?

CHECK YOUR KNOWLEDGE OF THE HISTORY OF THE ANCIENT EAST

The *ancient East* is the collective name of the countries in Asia and Northeastern Africa in which the state class replaced the primitive communal system several thousand years ago.

Agriculture developed rapidly in the valleys of the big southern rivers of the ancient East.

Name five rivers in whose valleys agriculture developed in early times and show them on the map. What promoted agriculture there?

The possibility of exploiting people arose there several thousand years BC

Explain what exploitation of man by man is. Why did it not exist among hunters and food gatherers? Why did it become possible among land tillers of the ancient East?

With the appearance of iron it became possible to exploit people even in places with hard soils and in the jungle.

What are the advantages of iron implements as compared with stone, wooden and cooper ones? When did people learn to make things out of iron?

Classes began to form with the appearance of exploitation of man by man.

Describe the position of different classes in the countries of the ancient East. What was the difference between the position of the slaves and the peasants? How were people turned into slaves? How did the slave-owner class form?

An acute struggle began between the class of exploiters and the class of exploited.

What major uprisings of the exploited classes in the ancient East do you know? When did they occur?

The slave-owners overcame the resistance of the exploited by force. The force was provided by the state.

What are the basic features of a state? Why was there no state under the primitive communal system? Name the states of the ancient East you know and show them on the map. Why did states arise at different time in different countries?

The slave-owning system was established in the ancient East in the 3rd-1st millennium BC.

What are the basic features of the slave-owning system? What are its differences from the primitive communal system?

The peoples of the ancient East made a large contribution to the development of the world's economy and culture under the slave-owning system.

What plants were grown and what animals were bred by the inhabitants of the ancient East? What crafts attained great heights here? What kinds of writing appeared in the ancient East? What scientific knowledge was gained, what discoveries and inventions were made in the countries of the ancient East? Name the works in a) literature, b) architecture, c) sculpture of the ancient East you know.

ANCIENT GREECE

GREECE IN THE EARLIEST TIMES

§ 25. THE NATURE AND POPULATION OF ANCIENT GREECE

(Map 4 and the map on page 109)

1. The *Balkan Peninsula* is situated in the south of Europe. A small country, *Greece*, is in its southern part.

The mountains in Greece have many rocks and cliffs. Shrubs and scarce grass grew on the stony slopes. The land was fertile on the plains. There are iron, copper, silver and *marble* deposits in Greece.

The eastern coast of Greece is washed by the *Aegean Sea* and is very jagged. Narrow peninsulas reach out far into the sea, while the bays cut deep inland. Many of the bays are convenient for vessels to drop anchor, and there is much fish in the sea.

The Aegean Sea has many islands situated almost within an eye-sight from each other.

Earthquakes occur in Greece. It rains during the short winter and storms are frequent. The rest of the year the sun shines in a clear sky. The rivers dry up almost completely in summer. Seeing their friends off Greeks wished them a happy trip and fresh water.

2. Nature divided Greece into three parts: *South, Central and North Greece*. Bays separate South Greece or *Peloponnessus* from Central Greece. They are linked only by a narrow isthmus. Mountain ranges separate Central Greece from North Greece. Only the narrow *Pass of Thermopylae* between the mountains and the sea links them along the coast. In ancient times the only way from Central Greece to the north went through this pass.

The mountains split up each part of Greece into smaller areas. One could get from one to the next either by sea or along mountain paths.

3. About a hundred years ago scholars knew very little about Greece's earliest history. Excavations were started on one of the fertile plains of Peloponnessus, on the site of the ancient city of *Mycenae*, in the second half of the 19th century. The excavations showed that the city had existed as early as the middle of the 2nd millennium BC. An *acropolis*¹ rose above the city on a steep hill. The fortress walls surrounding the acropolis were built of enormous boulders. There was a palace in the acropolis, and stone tombs were discovered

¹ *Acropolis*—"upper city" in Greek.

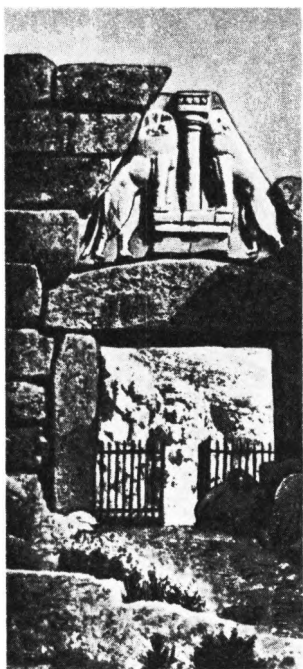


A landscape in Greece (photograph)

near it. The entombed people wore gold masks. There were many bronze weapons and gold articles made with great skill.

Other ruins of cities and palaces dating back to the 2nd millennium BC were found in Greece following the excavation of Mycenae. Archaeologists found clay tablets covered with characters unknown at the time. Subsequently scholars succeeded in reading the tablets. These were lists of slaves, of peasants with the tax they were to pay, and inscriptions about the mustering and equipping of troops and a fleet for an expedition. The ruins of nearly all the cities of the 2nd millennium BC had traces of fires and destruction. (On the basis of archaeological findings draw conclusions about early Greece's society, population and culture in the 2nd millennium BC.)

4. Greek tribes called *Dorians* lived in the north of the Balkan Peninsula. Their culture was much lower than that of Mycenae. At the end of the 2nd millennium BC warlike tribes of Dorians headed by their chieftains invaded Central and South Greece, plundered and destroyed Mycenae and other cities. Part of the population was conquered by the Dorians, while another part left the Balkan Peninsula and settled on the islands and the eastern coast of the Aegean Sea.



1



2



4



3

1. The Lion Gates of the Mycenaean acropolis. 2. Gold cup found in Mycenae. 3. Gold death mask. 4. Tablet with the most ancient Greek writing. 5. Greek settlement at the beginning of the 1st millennium BC

The Dorian invasion brought about a decline of culture in Greece. Almost no stone houses were built there for several centuries, artifacts became crude and writing was forgotten.

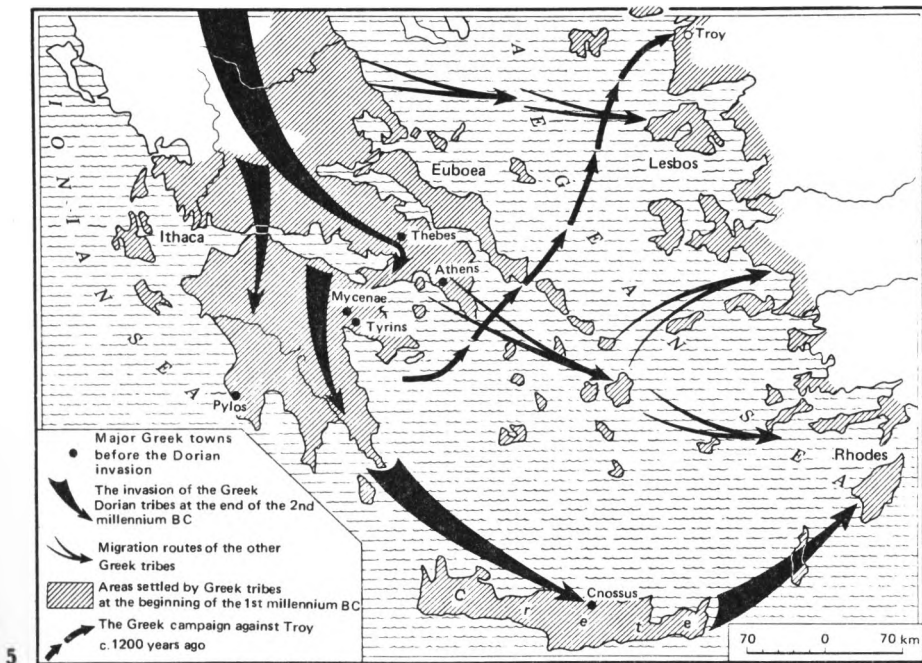
- ?
1. Think up headings for the subsections of § 25. 2. Find ancient Greece on map 4 and indicate the three parts it was divided into by nature. Show the land routes from one part to another. 3. What is the difference between the natural conditions of Greece and of Egypt? Point out at least four features. What activities would people pursue most successfully in ancient Greece? Prove your point. 4. What were the causes of the cultural decline in Greece at the end of the 2nd millennium BC? What shows to the decline? 5. Point out the lands settled by Greeks at the beginning of the 1st millennium BC on maps 4 and 5.

§ 26. THE MYTHS OF ANCIENT GREECE

(Maps 4 and 5)

Recall what a myth is (§ 13; 1); what myths of the ancient East do you remember?

1. The importance of myths in the history of Greece. The myths produced by the Greek people serve as one of our sources of knowledge about its history. The Greeks passed them down orally from generation to generation.



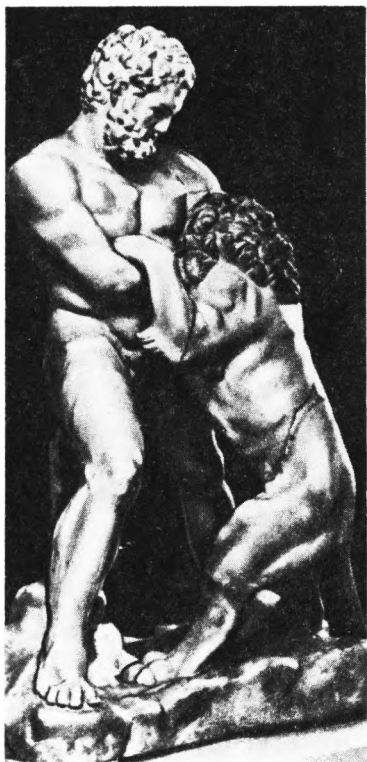
Later the myths were written down. Many of the myths' heroes and their adventures were imaginary. But the myths describe how ancient Greeks conquered nature, their occupations, implements, customs and the countries they visited. We also learn about the gods the Greeks worshipped from the myths.

The importance of myths as a historical source is particularly great because there was no writing in Greece for a long time following the Dorian invasion.

2. Myths about Heracles. The Greeks were very fond of the myths about the labours performed by *Heracles*.

The myths say that an enormous lion attacked animals and people. The lion's skin was so hard that bronze-tipped arrows failed to pierce it. Heracles felled an oak tree and made a club which twenty ordinary people could not lift. He boldly entered the cave where the lion lived. The lion rushed at Heracles but the strong man knocked out the lion with his club and then strangled him with his bare hands. Heracles used the lion's skin as armour and a helmet.

The *Hydra*, a nine-headed serpent covered by shining scales, lived in a swamp. Crawling out of the swamp it ate up whole herds of cattle. Heracles fought the Hydra but when he cut off a head, two new ones would grow in its place. Then Heracles ordered the young man accompanying him to scorch the cut necks with burning logs. The heads stopped growing and Heracles killed the monster.



1



2

1. Heracles fighting the lion (ancient Greek statue). 2. Daedalus and Icarus (ancient Greek relief). Daedalus is dressed as a common craftsman

King *Augeas* had five thousand bulls. No one cleansed the stable and it became filled with manure. Heracles promised to cleanse the stable in one day. While Augeas feasted with his guests Heracles dammed up two rivers flowing nearby. The rivers flooded the yard and the torrent washed away the manure.

Heracles set out on a long trip to bring the gold apples growing in a garden on the ocean coast far to the west of Greece. It was there, according to the Greeks' beliefs, that the sky merged with the land, and strong *Atlas* held the heavens, an enormous dome covering the earth, on his shoulders. The Atlantic Ocean was named after that mythical titan. While Atlas picked apples for Heracles, the latter held the sky on his shoulders. Because of the enormous weight his legs sunk into the ground up to his knees, his bones crackled and sweat poured down his body.

The myths also tell about other labours of Heracles. *The Greeks worshipped Heracles, the indefatigable labourer and hero.* The Dorians regarded him as their ancestor and were proud of this.

3. The myth of the argonauts. The *Golden Fleece* hung from a tree in a grove in the Caucasus on the Black Sea shore. It belonged to the king who ruled the sea shore. A dragon that never closed its eyes guarded the fleece.

Brave men assembled from all of Greece and decided to set out on a long and dangerous trip in search of the treasure. They were led by a noble youth named *Jason*. The skillful craftsman Arg built a wooden vessel with sails and oars. The vessel was named *Argo* after the craftsman, and the travellers *argonauts*.

The argonauts sailed through unknown seas for a long time. They had to go through the rocks which opened and then came together again with a terrible crash. The *Argo* just managed to slip through and the rocks only crushed the last board of the rudder.¹

After many adventures the argonauts arrived in the Caucasus. The king promised to give them the Golden Fleece if Jason carried out the tasks he would give him. The king was certain that Jason would perish.

The king's daughter *Medea* decided to help Jason and gave him a magic ointment. Jason rubbed it into his skin and became inhumanly strong: his legs were like copper pillars and his arms like pincers. The king's servants released two enormous fire-breathing bulls. Lowering their horns they charged Jason but he did not even flinch at their blow. On the king's orders Jason caught the bulls, harnessed them to a plough, ploughed the field and sowed it with dragon's teeth.

As a result first the tips of spears, then the tops of helmets, and finally a whole army in copper armour appeared from under the ground and advanced against Jason. But Jason threw a stone into their ranks. The warriors began to fight among each other, and Jason killed them with his sword.

Although Jason fulfilled the tasks, the king did not give him the fleece. But Medea threw a spell on the dragon guarding the treasure. The argonauts took the fleece and set sail. The king and his warriors chased them. The argonauts barely evaded their pursuers and returned safely to Greece.

THE MYTH ABOUT DAEDALUS AND ICARUS

What human dream did the Greeks express in the myth?

Skillful architect, sculptor, and inventor of many useful tools, Daedalus lived on the island of Crete in the palace of the king. The king would not let Daedalus go away from the island. Then Daedalus made wings out of bird feathers and wax for

¹ The myth about the opening and closing rocks apparently had to do with the narrow straits leading from the Aegean Sea to the Black Sea.

himself and for his son Icarus. Both of them rose into the air and flew from Crete. Daedalus warned his son not to come too close to the sun. At first Icarus followed his father, but then he flew high into the sky. The hot sun melted the wax. Icarus fell into the sea and drowned; only the feathers from the wings floated in the waves. Daedalus reached the island of Sicily.

- ?
1. What activities are mentioned in the myths about Heracles and the argonauts?
 2. What points to the appearance of inequality among the Greeks in the myths?
 3. What did the Greeks value in a person judging from the myths?
 4. How did the ancient Greeks imagine the heavens? Where did you already encounter such views?
 5. Provide headings for the myths about Heracles.

§ 27. HOMER'S *ILIAD AND ODYSSEY*

(Map 4 and map on page 109)

Recall who the noblemen were (§ 5; 4).

1. The origin of the poems. Ancient Greek poet-singers composed songs about heroes' feats and unusual adventures. They sang the songs accompanying themselves on the string instruments. There were particularly many songs about the Greek expedition against Troy.

Troy, also known as *Ilion*, was a coastal city in Asia Minor. Many Greek tribes led by their chieftains set out on the expedition against Troy. The city was impregnable. It stood on a high hill and was surrounded by a stone wall. The Greeks dragged their wooden vessels ashore, made a camp round them and besieged Troy for ten years.

The epic poems *The Iliad* and *The Odyssey* were compiled from songs about the Trojan expedition. According to a legend, the songs were collected and given the literary shape by the famous blind poet *Homer*. The poems were written down in the 6th century BC.

2. The plot of "The Iliad". The name of the poem came from the city Ilion. The poem described the events of the tenth year of Troy's siege.

The long and unsuccessful siege of Troy shook the Greek warriors' faith. To raise the spirits of the Greeks the chieftains convened a popular meeting. A noisy crowd filled the square in the Greek camp. A common warrior *Thersites* boldly accused the noblemen of taking all the booty. He urged the warriors to go home. One of the commanders *Odysseus* cruelly beat Thersites and forced him to shut up. With great difficulty the chieftains persuaded the warriors to continue the siege of Troy.

The fighting between the Greeks and the Trojans began again. Going into battle the Greeks lined up by tribes and by clans. The common warriors fought on foot in sackcloth armour and were armed with spears and stones. The chieftains went into battle on chariots pulled by horses. In addition



1. Ancient Greek bust of Homer. The inhabitants of seven Greek towns argued among each other which was Homer's native town.



to spears they had bronze swords. Copper armour protected the chieftain's body.

The strong and "swift-footed" *Achilles*, chief of one of the tribes, was regarded as the best warrior among the Greeks. The strongest and bravest of the Trojans was *Hector*. *The Iliad* describes the bout between them (see supplement).

The Iliad describes the interference of gods in the battle; some gods helped the Greeks, others the Trojans. The god of metalworking, *Hephaestus*, made armour for Achilles.

3. The destruction of Troy.

Other tales describe the end of the Trojan war. Achilles died soon after his bout with Hector. He died of poisoned arrow which struck him in the heel. According to Greek legend Achilles' mother, a goddess, bathed her child in the underground river. Achilles' body became invulnerable except for the heel by which she held him. That is the origin of the expression "Achilles' heel" which means a vulnerable spot.

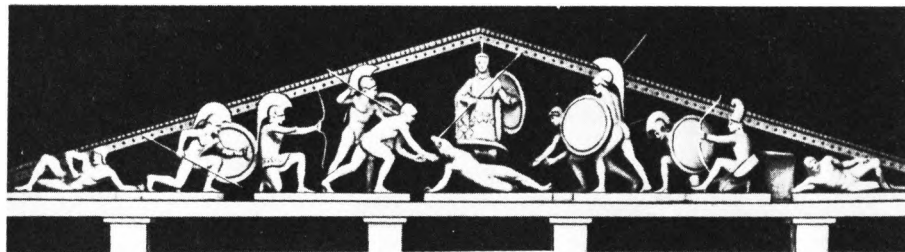
In order to capture Troy the Greeks resorted to a ruse. Following "resourceful" Odysseus' cunning advice they made an enormous wooden horse. A group of warriors hid inside the horse, while the rest of the Greeks concealed themselves on a nearby island. The Trojans dragged the horse

into the city through a passage they made in the wall. At night the warriors came out of the horse, opened the gates and let in the other Greeks. The Greeks killed all the men in Troy, took the women and children prisoner, plundered and set fire to the city. They set out for Greece laden with booty. The "Trojan horse" has come to mean someone or something intended to subvert from within.

4. The plot of "The Odyssey". The poem describes the adventures of Odysseus during his return home from Troy to the island of *Ithaca* situated near the western coast of Greece.

Ithaca's warriors set sail on twelve vessels when smoke still rose from the ruins of Troy. The god of the cold northern wind stirred up a storm during which the Greeks lost their way. Twice Odysseus and his companions landed on islands populated by giants. The giants wrecked eleven vessels with boulders and killed the people that were on them. Only Odysseus' ship succeeded in sailing out to sea. Odysseus' companions provoked the rage of the god of thunder and lightning, *Zeus*. The god struck the ship with lightning and broke it. Only Odysseus saved himself by holding on to a piece of the mast. Waves washed him ashore.

Odysseus reached Ithaca after ten years of wandering. He was met by a slave tending swine. The slave born into a family of free people was captured as a child by the Phoenicians and sold as a slave to Ithaca. During



1. Battling for the body of Patroclus, a Greek slain by the Trojans (statue, 5th century BC). In the centre stands Athena, a goddess who helped the Greeks. Patroclus is at her feet. 2. Odysseus and the sirens (Greek vase with a picture on it). In Greek mythology, the sirens were creatures having the heads of women but otherwise the forms of birds that lived on a desert island and lured mariners to destruction by their singing. Passing by the island Odysseus ordered his companions to put wax in their ears and bind him to the mast. He was the only person to hear the sirens singing and survive



Odysseus' absence other nobles took over his home. So Odysseus came to his home as a beggar. Having killed the unwanted guests Odysseus began to rule in Ithaca once again.

5. The importance of the poems for studying Greek history. There are so many elements of legend in Homer's poems that for a long time scholars believed that all the events described in them were invented. Many even thought that Troy had never existed at all.

Archaeological excavations were carried out in Asia Minor on a hill not far from the sea. It turned out that people had settled more than ten times on that hill. Traces of houses, discarded and hidden things covered by the earth were left from each settlement. The ruins of Troy were also discovered with traces of a big fire.

The excavations proved that Troy had existed and was really destroyed. The Greek expedition against Troy took place about 1200 BC. Separating the truth from what was made up we learn what the ancient Greeks' homes were like, their occupations, implements, weapons and customs. The importance of Homer's poems for the study of Greek history is so great that the 11th-9th centuries BC are called the *Age of Homer*.

Homer's poems are among the greatest works of literature. They are written in solemn verse, in rich and colourful language. (Excerpts from the poems are presented in the supplements to § 27, 28 and 29.)

FROM *THE ILIAD*.

THE BOUT BETWEEN ACHILLES AND HECTOR

The goddess Athena who helped the Greeks took on the appearance of Hector's brother. She perfidiously persuaded Hector to fight against Achilles promising help. Achilles threw his spear at Hector first, but the latter stooped to the ground and the spear missed him. Hector threw his spear and it hit Achilles' shield; the shield forged by Hephaestus sustained the blow. Athena gave Achilles spear. Hector called in vain for his brother; there was no one to give him another spear. Then he charged Achilles with his sword:

Fierce, at the word, his weighty sword he drew,
And, all collected, on Achilles flew.
So Jove's bold bird, high balanced in the air,
Stoops from the clouds to truss the quivering hare.
Nor less Achilles his fierce soul prepares:
Before his breast the flaming shield he bears,
Refulgent orb! above his fourfold cone
The gilded horse-hair sparkled in the sun,
Nodding at every step: (Vulcanian frame!)
And as he moved, his figure seem'd on flame.

Achilles struck Hector with his spear. He tied the Trojan's body to his chariot and drove his horses to the camp of the triumphant Greeks.



Achilles with Hector's body (drawing on a Greek vase)

FROM *THE ODYSSEY*. GREEKS ON THE ISLAND OF THE CYCLOPS

What new things do you learn about the Greeks' occupations?

Having lost their way, Odysseus and his companions reached an island inhabited by the Cyclops, giants with one eye in the middle of the forehead. Odysseus and several companions entered the Cyclops' cave. There were many rounds of cheese and vessels with sour milk: the Cyclops bred sheep and goat.

A giant shepherd here his flock maintains
Far from the rest, and solitary reigns,
In shelter thick of horrid shade reclined;
And gloomy mischiefs labour in his mind.
A form enormous! far unlike the race
Of human birth, in stature, or in face;
As some lone mountain's monstrous growth he stood,
Crown'd with rough thickets, and a nodding wood.

In the evening the Cyclops drove his herd into the cave. He blocked the entrance with a boulder Odysseus and his companions were unable to budge. Seeing the Greeks the Cyclop ate two of them. On the next day he ate four more. Odysseus gave the giant wine to drink, and when the Cyclops fell asleep the surviving people put out his eye with a sharp pole. In the morning the blind Cyclops opened the cave to let out the flock. He sat near the entrance preventing the people from escaping from the cave, then Odysseus advised his men to tie three sheep together for a person to hide under them. Slipping out of the cave unnoticed the Greeks returned to their ship and left the terrible island.

- ? 1. Who and when created *The Iliad* and *The Odyssey*? 2. Which places in the poems point to the existence of clans among the Greeks in the Age of Homer? What points to the

existence of inequality among the Greeks? Provide at least four examples. 3. Find the Age of Homer in the chronological table on page 176. How many centuries ago did it begin and end? 4. What do you like in Homer's poems? Did similar works exist in the ancient East?

§ 28. THE OCCUPATIONS OF THE GREEKS AND THE EMERGENCE OF CLASSES IN THE 11th-9th CENTURY BC.

Recall the significance of iron working for the countries of Asia Minor (§ 16; 2).

You have learned a great deal about the life of the ancient Greeks from the myths and Homer's poems. Studying § 28 recall this knowledge to supplement it with new facts about the history of Greece in the Age of Homer.

1. Agriculture and the crafts. The chief occupations of the Greeks in Homeric time were land tillage and livestock breeding.

It took hard work to cultivate the stony soils in Greece. The field was cleared of stones. Hard soil was ploughed three or four times using a wooden plough and then loosened with a hoe. Often this work was wasted because crops were scorched by droughts or pouring rain washed them away in torrents rushing down from the mountains.

The Greeks sowed mainly barley. It was resistant against droughts and ripened quickly. Barley cakes and porridge was the basic food of the peasants. The Greeks sowed much less corn which grew poorly on stony soils. (What garden plants did the Greeks know? Recall the animals bred by the Greeks.)

The peasants made almost all the things they needed: they wove rough clothing and mats on which they slept, moulded pottery, and sewed light footwear, sandals.

Things made of iron appeared in Greece about 1000 BC. At first there were very few of them however. (Recall what the weapons of the Greeks and the Trojans were made of.) In Greek sports competitions during the siege of Troy a piece of iron was one of the chief prizes.

With the spreading of iron implements, it became easier to cultivate land, crops increased and harvests grew.

2. Seafaring. Conditions were favourable for seafaring on the Aegean Sea. The Greeks went fishing in the sea and set out on long sea journeys as early as the Age of Homer. (What journeys made by the Greeks do you know?) The Greek wooden vessels resembled large boats. It was dangerous to sail on such vessels even in the Aegean Sea. That was why the Greeks went out to sea only in calm weather and only in the daytime. They sailed along the shores or from island to island, and dragged the vessels ashore for the night.

3. The tribe and the clan in Homeric Greece. A different tribe lived in virtually every valley and on every island in Greece. The tribe consisted of several clans and the clan of several families.



1



2

1. Agricultural work in Greece (drawing on a Greek vase, 6th century BC). Day labourers tilling the ground with hoes and ploughs. The day labourer is a free but poor person hired to do a temporary job. *Why can you say that it is day labourers and not peasants working their own field that are shown on the drawing?* 2. Milling grain (drawing on a Greek vase)

The land belonged to the entire clan; every family cultivated the plot it was assigned from the field. The clansmen grazed their cattle on the common pasture.

The whole clan avenged the murder of a clansman, in war the clansmen helped each other. (How did the warriors line up for battle? Who commanded them?) The men of a tribe got together for popular assemblies.

There was no equality among the clansmen. Some had grown poor, were hired to work others' households or begged. No one was surprised when Odysseus appeared on Ithaca disguised as a beggar; there were many poor people in Greece. The noble clansmen grew rich.

4. Households of the noblemen. The noblemen received large tracts of the best land near a river or stream. They worked in their households themselves. For example, Odysseus ploughed and did carpentry work. (What other nobleman knew how to harness bulls and plough?) But the noblemen also hired *day labourers* to cultivate their large fields. The labourers received food and simple clothing for their work.

With the appearance of iron implements it became profitable to seize additional land. Having hired day labourers to cultivate the land, the owner obtained much more grain and flax than he had to give the labourers for

their work. He took the rest for himself. The noblemen had much more cattle than the rest of the clansmen, and gradually took charge over the clan's pastures.

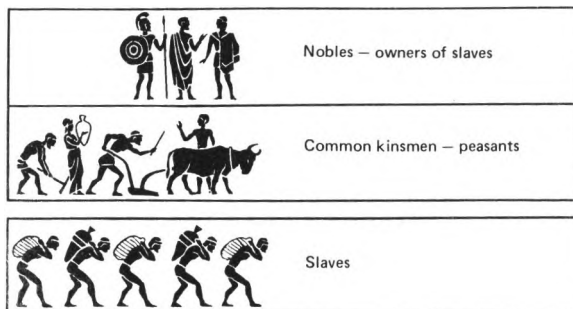
The Greek nobles also grew rich from wars. They captured prisoners and a lot of other booty. (What does *The Iliad* say about this? In what other way did Greek nobles obtain slaves?) Slaves worked for the noblemen: they wove clothing, cultivated gardens, grazed cattle and cooked food.

Thanks to the work of the day labourers and slaves the chieftains not only obtained abundant food, clothing and footwear for themselves and their families but also exchanged the extra cattle for copper and bronze items, beautiful fabrics, and gold ornaments. These things were expensive: for example, a copper *tripod* for cooking food cost 12 bulls.

5. The power of the noblemen. The chieftains and the elders often had to resort to force to protect their wealth and power over the tribe. (How did a chieftain force a common warrior to shut up?) Popular assemblies became very rare: in Ithaca there was only one in twenty years. All the tribal affairs were handled by the council of the elders headed by the chieftain.

The chiefs and elders passed their wealth and power down to their sons in the form of inheritance. In order to further rise above their common clansmen, the noblemen asserted that their ancestors were gods. (Which hero of *The Iliad* was called the son of a goddess?)

The gradual transition from the primitive communal system to the slave-owning society was occurring in Homeric time.



The emergence of classes in Greece in the 11th-9th century BC

DESCRIPTION OF ACHILLES' SHIELD IN *THE ILIAD*

What can you say about the chieftain's household from the descriptions of the shield and the palace? How did the nobles explain the origin of their wealth?

**Another field rose high with waving grain;
With bended sickles stand the reaper train...**

With sweeping stroke the mowers strew the lands;
 The gatherers follow, and collected in bands;
 And last the children, in whose arms are borne
 (Too short to gripe them) the brown sheaves of corn.
 The rustic monarch of the field describes,
 With silent glee, the heaps around him rise.
 A ready banquet on the turf is laid,
 Beneath an ample oak's expanded shade...
 Here herds of oxen march, erect and bold...
 And speed to meadows...

DESCRIPTION OF THE PALACE IN *THE ODYSSEY*

Full fifty handmaids from the household train;
 Some turn the mill, or sift the golden grain;
 Some ply the loom...
 Close to the gates a spacious garden lies,
 From storms defended and inclement skies.
 Four acres was the allotted space of ground,
 Fenced with a green enclosure all around.
 Fall thriving trees confess'd the fruitful mould...
 Here order'd vines in equal ranks appear...
 Beds of all various herbs, for ever green,
 In beauteous order terminate the scene.
 Two plenteous fountains the whole prospect crown'd...
 Such were the glories which the gods ordain'd...

- ? 1. Prepare an account of the ancient Greeks' occupations. 2. Prepare a story about the life of the nobles in the Age of Homer. Include examples from myths and the poems.
 3. What classes emerged among the Greeks in Homeric time? Why did classes emerge?
 4. Compile a table:

What the Greeks retained from the primitive communal system in Homeric time	What points to the rise of the slave-owning system among the Greeks
---	---

§ 29. RELIGION OF THE ANCIENT GREEKS

(Map 4)

Recall how religion appeared among the primitive people (§ 3; 2 and 3); what gods did the ancient Egyptians worship (§ 11)?

1. Worship of the natural elements. Similarly to the other ancient peoples, the Greeks did not understand many natural phenomena and feared them.

They believed that gods and the goddesses inhabited all of nature and ruled it. Their gods looked like men and women, but they were immortal and powerful.

The Greeks thought that god *Zeus* "who gathers the clouds" brought about rain on earth or droughts. The mighty Zeus struck down people and gods who angered him with golden lightning arrows.

The Greeks were equally afraid of the "shaker of the earth", the god of the sea *Poseidon*. That god shook the earth with his enormous trident, caused storms at sea and sunk vessels.

The day came because the god of the sun rose into the sky on a golden chariot drawn by white horses.

The forest gods were called *satyrs* and depicted as men covered by fur and with goat's legs. The goddesses of springs were imagined as young girls and called *nymphs* or brides.

2. Gods-patrons of the economy and culture. It was believed that every field of activity—land tillage, livestock breeding, hunting, weaving and other crafts—had its patron god. *Dionysus* was the god of viniculture; he taught people to grow grapes and make wine. Festivals were held in spring in honour of Dionysus before the beginning of work in the vineyards and in December when the new wine was ready.

When the Greeks began to make things out of metal, the myth of *Hephaestus* arose, the god of metalworking. Hephaestus himself worked in a forge underground. Volcanoes erupted fire and smoke from his underground forge. Hephaestus wore the simple clothes of a craftsman; his hands and face were soiled by soot.

As the trade developed it also received its patron, the god of commerce *Hermes*. He also served as a messenger for Zeus and flew from one city to another. That is why Hermes is often shown with wings on his sandals.

The young god *Apollo* was worshipped as the god of the arts. He was attended by the *muses*—patrons of the dance, music, verse and history.

3. The reflection of inequality among the Greeks in religion. The Greeks believed that Zeus, Apollo and the other most important gods lived on the highest mountain in Greece, *Olympus*. They were called the *Olympian gods*.

The Greeks imagined the life of the gods on Mt Olympus like that of the nobles. The gods lived in palaces, wore fancy clothes and often held feasts. As the nobles ruled the tribes so the Olympians with Zeus at their head ruled people and nature. The Greeks believed that the gods were just as cruel, power-seeking and revengeful as many noblemen. (Point out instances from the poems of perfidy and vengeance on the part of the gods.)

The gods were believed to have established the order existing among people: some were wealthy and noble, others were poor, and still others were slaves. Those who rebelled against the order established by the gods allegedly brought their anger and a severe punishment upon themselves.

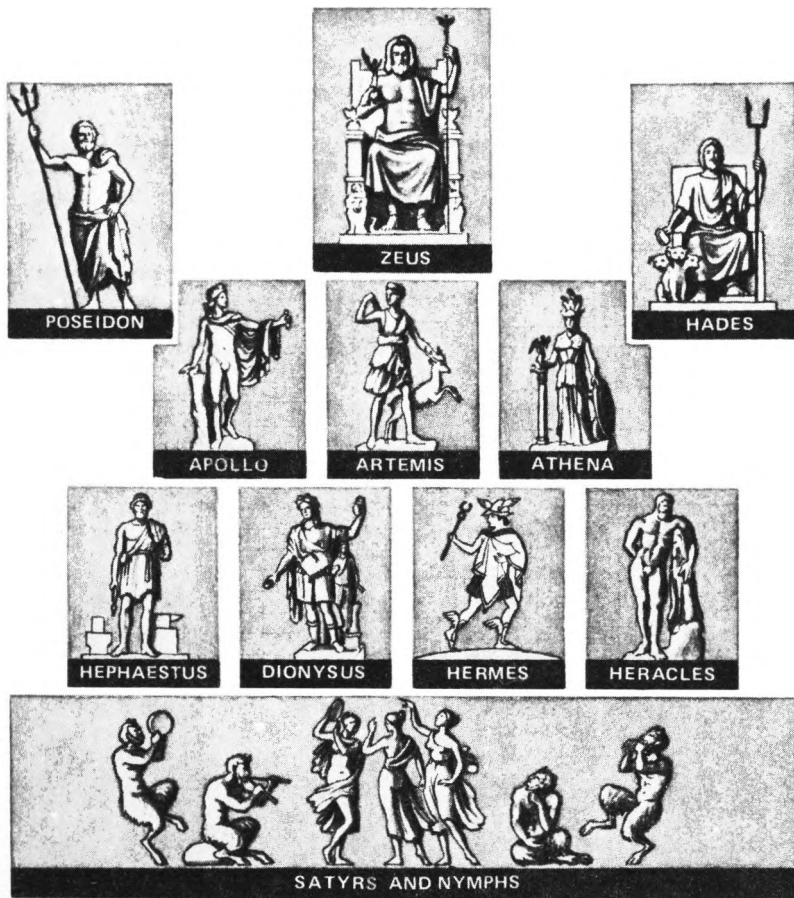


1. A statue of the god Apollo (4th century BC). *As a member of which class has the artist depicted the god?* 2. A statue of the goddess Athena (5th century BC). A figurine of the goddess of Victory is in Athena's right hand, while her left hand rests on a big round shield. 3. Gods and goddesses of Greece. Zeus, Poseidon and Hades divided the world among themselves: Zeus took the sky and the earth, Poseidon got the sea and Hades the lower world. The three-headed dog Cerberus is at Hades' feet. Heracles leans on a club covered by a lionskin; he is shown resting after his labours

4. The myth about Prometheus. The story goes that the gods hid fire from people. They wanted people to remain helpless against nature and perish. The dashing hero *Prometheus* stole fire from Hephaestus and brought it to the people.

The angered Zeus ordered to Hephaestus that Prometheus be chained to a rock in the Caucasus. Each day Zeus sent an eagle to eat his liver. During the night the liver was restored. Despite the terrible suffering, the brave and proud Prometheus refused to be reconciled with Zeus. In Prometheus the Greeks worshipped a fighter against the unjust and evil gods and for people's happiness.

Religion arose among the Greeks as a result of fear of terrifying and unknown natural phenomena as it did among other peoples. The emergence of new occupations and inequality was reflected in Greek religion.



3

ODYSSEUS TELLS HOW HIS LAST VESSEL PERISHED

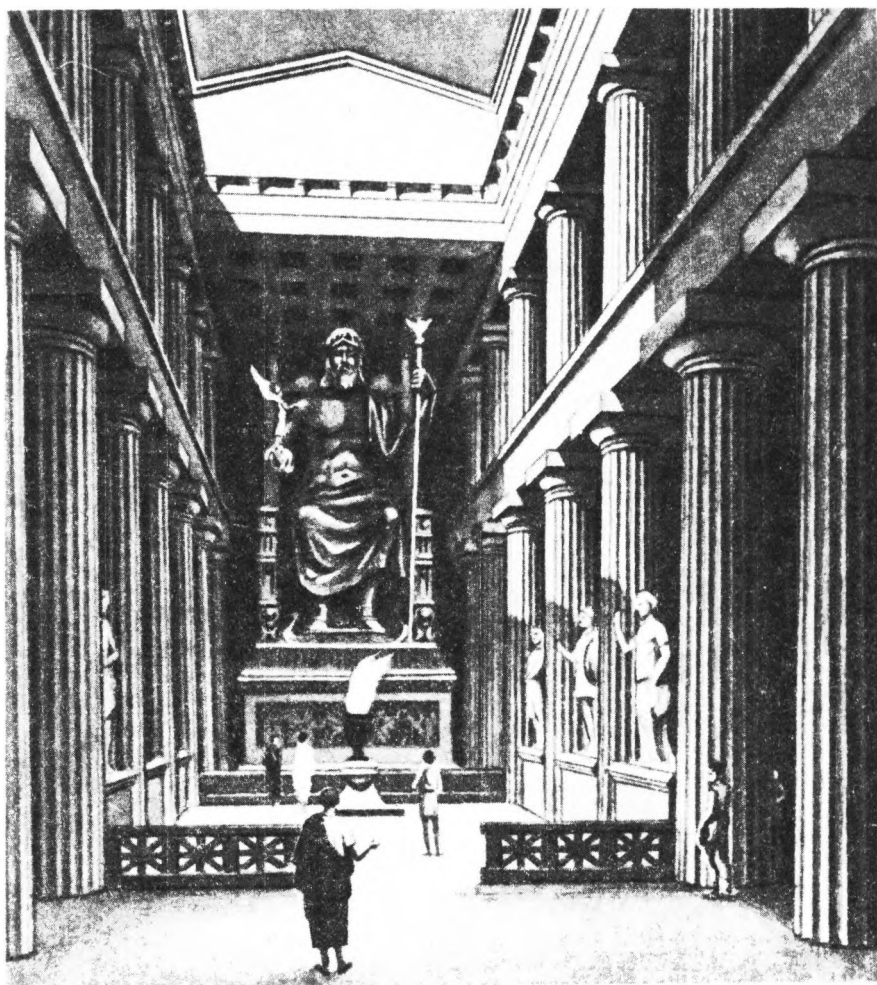
How does Odysseus explain the destruction of the vessel?

Through the mid seas the nimble pinnace sails...
 When all was wild expanse of sea and air,
 Then doom'd high Jove due vengeance to prepare.
 He hung a night of horrors o'er their head
 (The shaded ocean blacken'd as it spread):
 He launch'd the fiery bolt, from pole to pole
 Broad burst the lightnings, deep the thunders roll;
 In giddy rounds the whirling ship is toss'd,
 And all in clouds of smothering sulphur lost...
 So from the deck are hurll'd the ghastly crew.

FROM *THE ILIAD*: THE BURNING
OF THE BODY OF PATROCLES,
ACHILLES' FRIEND

**A hundred foot in length, a hundred wide,
The growing structure spreads on every side;
High on the top the manly corpse they lay,**

Interior of the temple of Zeus in Olympia (reconstruction). Zeus is shown seated on a throne. In one hand he holds the scepter, in the other a figurine of the goddess of Victory. The temple was built in the 5th century BC. The statue was made by Pheidias out of wood and plated with ivory. It was considered to be one of the seven wonders of the world in antiquity. You will read about Olympia below



And well-fed sheep and sable oxen slay.
Achilles cover'd with their fat the dead,
And then piled victims round the body spread;
Then jars of honey, and of fragrant oil,
Suspend around, low-bending o'er the pile.
Four sprightly coursers, with a deadly groan
Pour forth their lives, and on the pyre are thrown.
Of nine large dogs, domestic at his board,
Fall two, selected to attend their lord,
Then last of all, and horrible to tell,
Sad sacrifice! twelve Trojan captives fell.

THE MYTH ABOUT DEMETER AND PERSEPHONE

What natural phenomena were reflected in the myth?

The beautiful Persephone, daughter of the goddess of fertility Demeter, was walking through a meadow. All of a sudden, the earth opened and the grim god of the lower world Hades appeared in a chariot drawn by black horses. He abducted Persephone and brought her to his kingdom where the souls of the dead lived. Demeter longed for her daughter to be returned, and the flowers withered, the leaves fell from the trees, neither barley nor grapes grew. Hunger began on earth. Then Zeus ordered Hades to let Persephone go back to her mother for a few months every year. When she comes to earth Demeter rejoices and spring sets in again. When Persephone returns to the lower world, her mother mourns and autumn begins.

- ? 1. How was nature reflected in the religion of the Greeks? Compare the natural phenomena reflected in the beliefs of the Greeks, the Egyptians and the Babylonians. Find the similarities and the differences. 2. How were the occupations of the Greeks reflected in their religion? 3. How was the emergence of inequality among the Greeks reflected in their religion? 4. Draw a general conclusion: what were the causes of the religious beliefs in ancient times. 5. How did religion strengthen the supremacy of the noblemen in Greece? Formulate a general conclusion on the role of religion in the countries of the ancient world.

THE ESTABLISHMENT OF THE SLAVE-OWNING SYSTEM AND THE RISE OF THE GREEK CITY-STATES IN THE 8th-6th CENTURY BC

§ 30-31. FORMATION OF THE ATHENS SLAVE-OWNING STATE

(Map 4)

ATHENS UNDER THE ARISTOCRATS' RULE IN THE 8th-7th CENTURY BC

Recall what human activities were promoted by natural conditions in Greece (§ 25; 1).

1. Attica at the end of the Homeric period. A large peninsula juts far into the sea in the southeast of Central Greece. The district of *Attica* is situated on it. Most of its population lived on the plains suitable for agriculture. In the mountains they kept sheep and goats.

There is a broad plain in the western part of Attica. A steep hill with rocky cliffs rises in the midst of it. The city of *Athens* arose here in the 2nd millennium BC. The acropolis—a fortress with thick stone walls—stood on the top of the hill. The *Athenians'* houses were situated on the slope of the hill. When enemies attacked, the population from the surrounding area sought refuge in the impregnable acropolis.

The Athenians repulsed the Dorians and preserved their independence. In Homeric time the noble Athenians gained sway over the entire population of Attica. All the inhabitants of Attica came to be called Athenians after its main city.

2. Development of agriculture and the crafts in Attica.

Attica's population did not have enough bread: its fields yielded poor harvests of barley and corn. But *olive trees* grew well in the valleys, and grapes in the slopes of hills. *Wine-and olive oilmaking* developed quickly in Attica in the 8th-7th century BC.

The Greeks made clay *amphoras* in order to keep and transport wine and oil. Clay was also used to make tiles, drainage pipes, vessels for wine and grain and vases. Artists drew pictures on the vases. Pottery-making began to develop rapidly in Attica. Other craftsmen spun wool, forged weapons at burning *furnaces*, and made gold and silver ornaments. Usually the craftsman himself worked in his shop, and sometimes two or three slaves belonging to him.



1. Gathering olives (drawing on a Greek vase). 2. Transporting oil in amphoras, vessels with two handles and a narrow neck (drawing on a Greek vase). 3. Selling olive oil (drawing on a Greek vase). 4. Ancient Athenian coin. The head of the goddess Athena is on the one side, and the goddess' sacred bird, the owl, on the other.

The Athenians developed silver mines in the south of the peninsula. In the 7th century BC Athens began minting silver coins which were subsequently circulated throughout Greece.

3. Development of trade and seafaring. The city of Athens grew rapidly. Whole blocks of craftsmen's shops sprang up to the northwest of the acropolis. The marketplace, *agora*, was situated in the centre of Athens. The inhabitants of the plain brought wine and olive oil here, the highlanders drove cattle, the craftsmen brought their wares.

There were bays convenient for ships to ride at anchor not far from Athens. Artifacts and amphoras with wine and oil were loaded on ships here. All this was sent to be sold in other parts of Greece and overseas. Grain, salt, and salted fish were unloaded from the vessels and slaves taken ashore to be sold in Athens.

4. Ruination of peasants. Droughts were frequent in Attica, and peasants often did not even have enough seeds for sowing. Growing olives and grapes required large expenditures, and these plants began to yield a profit only several years after they were planted. The peasants were forced to loan money from noblemen at a large interest.

When the nobleman loaned money to a peasant he placed a stone on his land on which it was written whom he owed the money and when he was to return the debt. If the peasant failed to return it, he not only lost his



5. Cake vendor (ancient Greek clay figurine). 6. Shoemaker's shop (drawing on a vase). The craftsman is measuring a woman's foot, while his apprentice holds ready footwear. On the right, the woman's husband instructs the shoemaker. 7. A blacksmith's shop (drawing on a vase). The blacksmith holds a piece of red-hot metal with pincers on an anvil. The slave is beating it with a hammer. The client is on the right. The smith's implements and handiwork are on the wall

property but often was sold into slavery with his family. Often parents were forced to sell their children into slavery.

By the end of the 7th century BC the noblemen gained possession of most of the cultivated land in Attica. Many peasants were ruined and became slaves. Others were threatened with the same fate: the *debt stones* stood on their land like the brand of shame on the body of the slave.

5. Supremacy of the aristocrats in Athens. The peasants and other common people could not find protection from the arbitrary actions of the nobleman anywhere. Athens was ruled by a council of elders and nine rulers elected by the council. Only noble Athenians were council members, rulers and judges.

A greek poet of noble origin demanded that "a firm foot be put on the

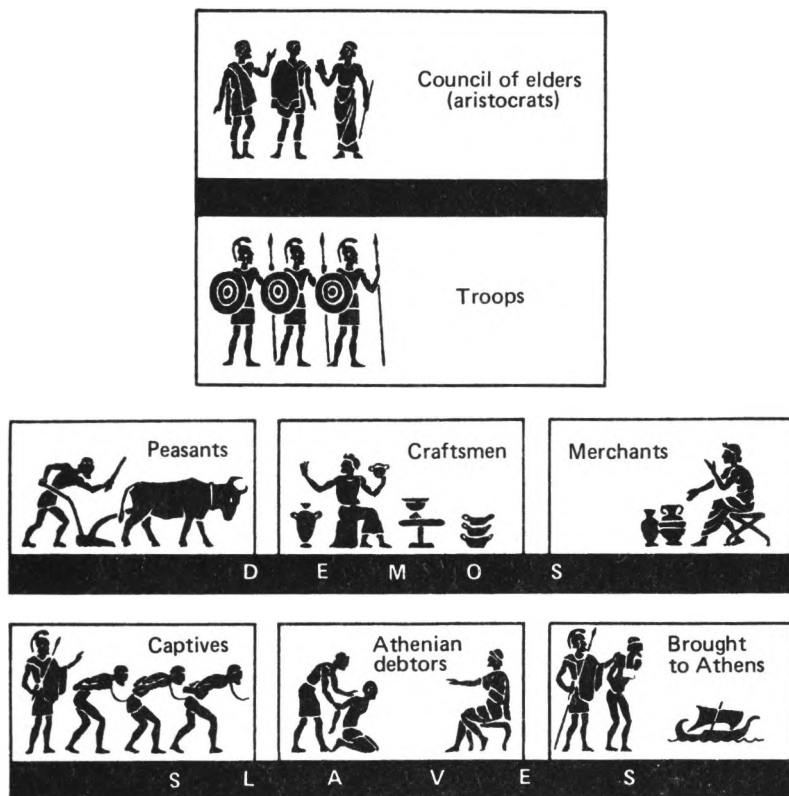
chest of the people and the people be beaten with a copper spear” because there are no people who would voluntarily tolerate the “strong reins of the masters”.

The judges decided all cases in favour of the noblemen. The nobles had bodyguards to do away with the recalcitrant. Laws were issued in the 7th century BC meting out severe punishment even for the slightest offences. For example, a person who picked a bunch of grapes in another person’s garden was to be put to death. It was said about these laws that they were written not in ink but in blood. Since these laws were attributed to *Draco*, an Athenian lawgiver, we now call harsh laws Draconian.

The Greek nobles called their rule *aristocracy*, which means government by the best individuals. That is why noblemen are called *aristocrats*.

The state that formed in Athens in the 8th-7th century BC maintained by force the supremacy of the aristocrats over the slaves, the peasants and the rest of the population in Attica.

The rise of the state in Athens in the 8th and 7th centuries BC. *Whose interests did the Athenian state defend in these centuries?*



- ?
1. What changes occurred in Attica's economy by the 6th century BC as compared with that of Homeric Greece?
 2. What natural conditions in Attica promoted the development of crafts and trade there?
 3. How were people turned into slaves in Athens in the 8th-7th centuries BC?
 4. Who were called aristocrats? What is the origin of that title?
 5. What points to the emergence of a state in Athens in the 8th-7th century BC? Whose interests did the Athenian state protect in these centuries?

THE VICTORY OF THE DEMOS AND THE STRENGTHENING OF THE STATE IN ATHENS

6. The demos. As distinct from the aristocrats ruling in Attica, the rest of the free Athenians were called the *demos*.

Most of the demos were peasants, craftsmen, sailors and day labourers. In the 8th-7th century BC part of the demos grew wealthy. Merchants, owners of ships and shops appeared among the demos. They had slaves and hired labourers. But the entire demos, both rich and poor, had no rights and was dominated by the aristocrats.

7. Victory of the demos. The supremacy of the aristocrats evoked the general discontent of the demos. The demos sought to gain the right to take part in governing Athens. The poor also demanded that the debts be abolished, the land be taken away from the aristocrats and divided up among the have-nots.

Preparations for an uprising began among the demos at the beginning of the 6th century BC. People got together and agreed to act jointly against the aristocrats. The ancient Greek philosopher *Aristotle* wrote: "The demos rebelled against the nobles." Clashes began between the demos and the aristocrats involving great bloodshed.

Fear of a popular outbreak forced the aristocrats to make concessions to the demos. In **594 BC** *Solon* was elected ruler of Athens; he was supposed to reconcile the demos with the aristocrats. Solon came from a noble family which had grown poor. He was known as a brave warrior, poet and *orator*. Enjoying the support of the Athenian public assembly he carried out *reforms* in government and the position of the demos.

8. Debts annulled. On Solon's proposal peasants' debts were annulled. Athenians who had become slaves because of debts were freed. It was prohibited to turn free Athenians into slaves in future as well.

Solon wrote that the best witness to his activities was

The black mother earth long-suffering,
Wherefrom I had thrown down the pillories
Was 'fore a slave, but now is free.
To my native Athens, our beautiful city,
Have I returned many those sold in strange lands.



1. Solon (ancient Greek bust). 2. Equipping a warrior for battle (drawing on a Greek vase)

And here, too, in my dear Motherland
Have I freed slaves who shook in fear of their masters' will.

Thanks to the annulment of debts and abolition of debt slavery peasant households grew stronger and their number increased in Attica.

Solon's reforms did not change the position of the slaves brought to Athens from other countries. It was just as hard for them as before. The number of slaves continued to grow.

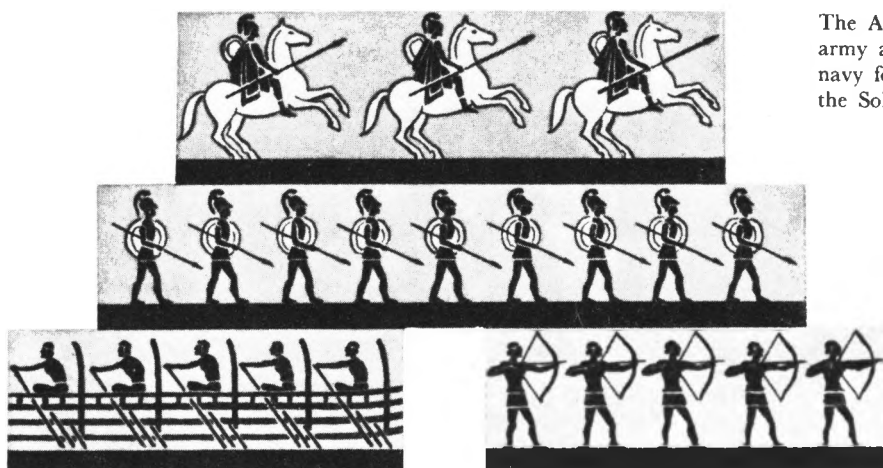
9. Athenian citizens. Solon divided the men, natives of Attica, into four classes according to their property. All of them were *citizens* of the Athenian state.

Athenian citizens had to serve in the army or navy. Young men underwent military training for two years. In case of war citizens were to appear for service with their own weapons. The *thetes*, the landless poor, served as light infantry or sailors and rowers on military vessels. Peasants who could buy armour served as heavy infantry, the main force in the Athenian army. People who had money to purchase a saddle horse served as cavalry, while the wealthy people paid to equip whole ships.

All citizens took part in public assemblies in Athens.

10. Government in the Athenian state. Following Solon's reforms the public assembly started to play a major part in the Athenian state. It settled important affairs of state, elected rulers, judges and some other *officials*. All citizens could be elected judges in Attica. Other officials were elected only from among the wealthy and well-to-do Athenians regardless of their nobility. The *thetes* could not fill these posts.

Solon's reforms weakened the aristocrats' rule in Athens and enabled the *demos* to take part in governing the Athenian state.



The Athenian
army and
navy following
the Solon reforms

The enmity between the aristocrats and the demos did not disappear after Solon's reforms. The aristocrats wanted to return their former power; the demos sought to retain and extend the rights it had won. But both the noble and common slave-owners wanted to keep their slaves in subjection and to gain new slaves. That was why both groups were interested in strengthening the Athenian state which sustained their sway over the slaves.

The slave-owning system was established and a slave-owning state emerged in the 8th-6th centuries BC in Athens.

THE OATH OF ALLEGIANCE OF THE ATHENIAN YOUNG MEN ENTERING MILITARY SERVICE

I shall never disgrace this sacred weapon and I shall never abandon my companion in battle wherever I stood. I shall fight for my hearth and leave behind me not a weaker country but a stronger and more powerful one. I myself, and together with everyone else, shall respect the law as it exists today and as it shall exist in future. I shall worship my country's holy places. May the gods, may country's boundaries, corn and barley fields, vineyards and olive trees bear witness!

- ?
1. Who were the demos in Athens in the 8th-7th century BC? Did it consist of people of one class or several?
 2. Why were Solon's reforms carried through? Who profited from them?
 3. What rights did the citizens enjoy in Athens after Solon's reforms and what duties did they have?
 4. Whose interests did the Athenian state defend before Solon's reforms and after them? Why do you think the reforms strengthened the Athenian state?
 5. In which century were Solon's reforms carried out? In which quarter of a century? Did an independent state exist in Egypt during Solon's reforms? Count the year marking 2500 years since Solon's reforms.

§ 32. THE SPARTAN SLAVE-OWNING STATE IN THE 8th-6th CENTURY BC

Recall what tribes invaded Greece at the end of the 2nd millennium BC (§ 25; 4).

1. The district of *Laconia* is in the southeast of the Peloponnesus. A river valley lies in its centre. The valley is surrounded from three sides by high mountains which it is difficult to pass through. There were iron deposits in the mountains. Laconia's coasts consisted either of cliffs or of low swamps; they were unsuitable for seafaring. There were very fertile lands and good pastures in the valley. The neighbouring district of *Messenia* in the southwest of the Peloponnesus was even more famous for its fertile lands.

2. The Dorians invaded Laconia and founded a town called *Sparta*. The conquerors began to be called *Spartans*. After long wars they conquered Messenia, too.

The Spartans turned most of the population of the conquered lands into slaves. The slaves were called *helots* meaning "taken prisoner".

The conquerors made up the class of slave-owners. Every Spartan received a plot of land; several families of helots were to cultivate the plot. According to a contemporary the helots "brought half the fruits of the land to their masters despite their own extreme need".

The helots hated their exploiters, the Spartans, and revolted many times. In order to keep the helots in fear and prevent any uprisings, the Spartans killed the strongest and most brave of them.

*The struggle between the helots and the Spartans was a struggle between two irreconcilable classes—slaves and slave-owners; it was a **class struggle**.*

3. One of the largest helot uprisings occurred in Messenia in the 7th century BC. After many years of war the insurgents were defeated. Part of them hid at the top of a hill.

The Spartans laid siege to the helot camp. At night, during a thunderstorm, under pouring rain, the Spartans climbed the hill unnoticed. A cruel battle began in the light of thunderbolts. Not only the helots but also their wives fought. An ancient author wrote: "Women with stones in their hands attacked the foe. They took up arms and thereby inspired their men with new courage, because the latter saw that even the women preferred to die with them rather than become slaves."

A continuous battle raged for three days and three nights. The insurgents were surrounded. Their position was hopeless. But the Spartans saw that they suffered heavy losses, too. The Spartans promised the insurgents freedom provided they would leave Messenia forever. *The heroic struggle freed part of the helots from slavery* but they were forced to leave their country.

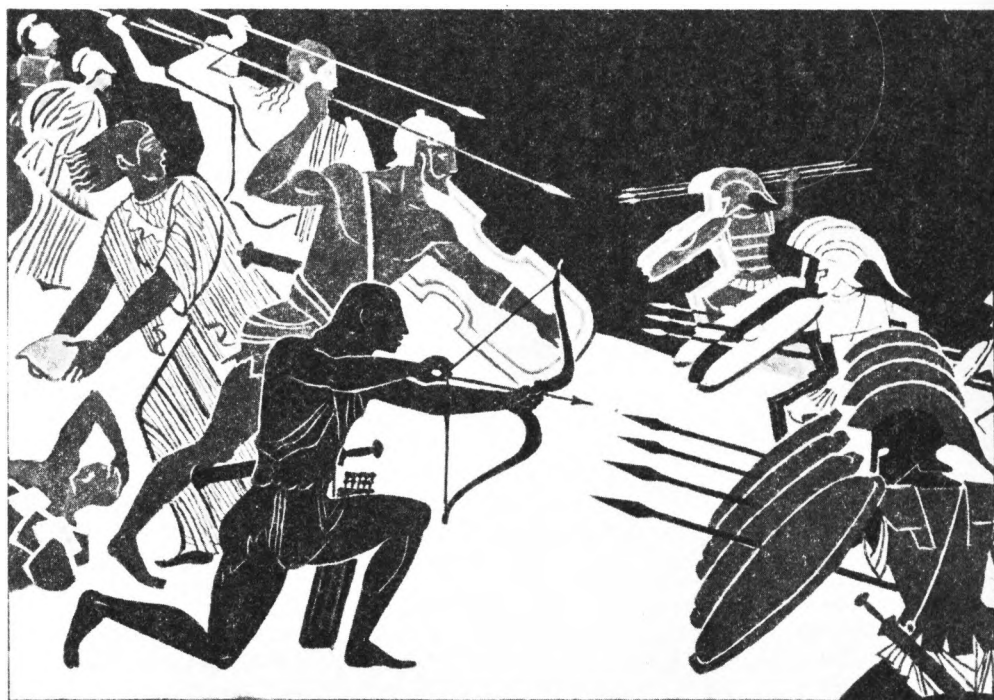
4. In order to maintain their supremacy over the helots the Spartans needed a state—troops, laws and courts.

All power in the state belonged to the Spartans. They elected a council of

A Spartan warrior in battle (ancient figurine)



Helotian insurgents fighting Spartans in Messenia
(drawing by an artist of our time)



elders from among the Spartan nobles at an assembly. Two kings who commanded the army were also members of the council. The council settled the most important matters and judged the guilty people.

All the Spartans capable of bearing arms were warriors; the law prohibited them from engaging in any other activity except military. In peacetime the Spartans spent the whole day in military camps; they drilled, ran, threw spears and did other military exercises in the camps. When he lay down to sleep the Spartan put his arms next to him.

The Spartan warriors were well armed. They fought on foot. In battle the Spartans formed several ranks; their formation was called a *phalanx*. To the sound of flutes and choral singing the phalanx advanced in close formation against the enemy; it seemed as if a wall of shields bristling with spears were moving.

5. From childhood the Spartan boys were brought up as future warriors and faithful defenders of the slave-owning class. The boys lived in harsh conditions strengthening their bodies and will-power. Almost all their time was taken up by physical exercise.¹

In order to teach the boys to bear pain patiently they were cruelly flogged. Sometimes blood from the bodies of the punished boys drenched the spot where they lay. In order to develop cruelty in the young men they were made to kill helots.

The children and the young men were to obey the orders of their elders without question. They were allowed to speak only with the permission of adults. The Greeks said that one could hear the voice of a stone statue more often than that of the Spartan boys.

The Spartans learned to speak concisely and exactly. We call a brief or terse speech *laconic*, as it was in Laconia. For example, a Spartan woman seeing her son off to war and handing him a shield would say: "With it or on it"; it was considered disgraceful to lose one's shield in Sparta while the body of a warrior who had fallen heroically in battle was carried home on his shield. These words mean that it is better to die with honour in battle than to be a coward.

Spartan youths grew up to be strong, brave and tough but cruel and coarse; they were hardly able to read and write.

THE LIFE OF SPARTAN BOYS

(From the works of the ancient Greek historian Plutarch)

A father would bring his child to the elders. If the child was strong and healthy the elders allowed the father to bring him up; if the child was weak and ugly, he was thrown off a cliff.

¹ To live like a Spartan means to steel one's body, not fearing cold and privations.

At the age of seven all the boys were brought together and divided into units. They lived and ate together under equal conditions. The boy who was the quickest in the uptake among the others and most brave in military exercises was made chief of the unit. The rest of the boys were to follow his example, obey his orders and bravely endure punishment because it was a school of obedience.

They learned to read and write only to the extent it was absolutely necessary; the rest of their upbringing consisted in complete obedience, enduring privations and winning in struggle. As they grew older their education became harsher—their heads were shaved, they were taught to walk bare-footed and play with no clothes on. After they turned twelve they received one cape a year. Their skin was rough. They did not wash themselves in warm water. They slept on mats they made out of reeds with their bare hands.

FROM A POEM
BY THE SPARTAN POET TYRTAEUS

Let us for Motherland bravely stand and, our children defending, fall in battle, sparing not our lives in valorous combat.

Fight then, oh ye youths, ranks close, and let us not be specimens of shameful flight or cowardice pitied.

Retain ye forever in your breast a spirit brave and mighty. And don't have pity for your souls when going to battle with foes...

Let then each stand fast, his teeth in lips, his feet broad and firm on earth.



1. A boy extracting a splinter (ancient Greek statue). During running competitions the boy got a splinter in his foot. Despite the pain he finished first. Only then did he pull out the splinter.
2. Wrestlers (ancient Greek sculpture)



- ? 1. What classes existed in Sparta? What was the difference between the population's make-up in Sparta and in Attica? 2. What is the class struggle? How was the class struggle reflected in Sparta? Give examples of the class struggle in the countries of the ancient East. 3. Whose interests did the Spartan state defend? Prove your point. 4. What was the main aim of boys' upbringing in Sparta? By what means was this aim achieved? What do you like in Spartan education and what don't you like? 5. Think of the headings for § 32.

§ 33. THE RISE OF THE CITY-STATES IN GREECE AND ON THE SHORES OF THE MEDITERRANEAN AND BLACK SEAS

(Maps 4 and 5)

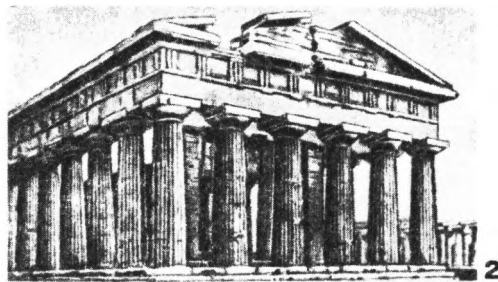
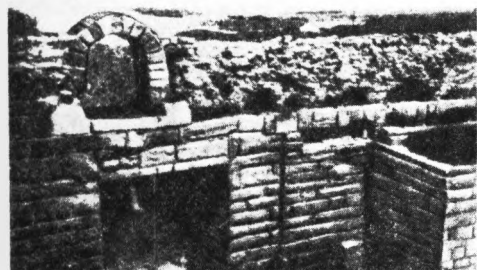
Recall what territories were settled by Greeks at the beginning of the 1st millennium BC (the map on page 109).

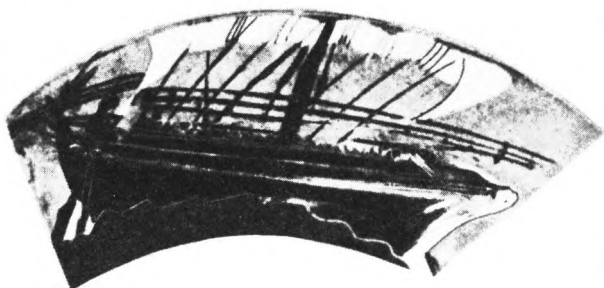
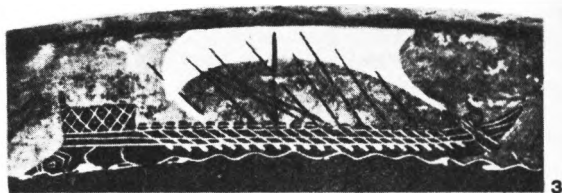
1. City-states in Greece. Independent states arose in nearly all the Greek cities in the 8th-6th centuries BC. The territory of the state included the city and the nearby villages. Such city-states had their own troops and treasury and minted their own coins.

An acute struggle was waged in many Greek cities between the demos and the aristocrats. In some cities the demos managed to have debt slavery abolished and gained the right to take part in governing the state. In other cities the aristocrats retained power in their hands; the position of the demos in these cities was shown well in the fable by the Greek poet *Hesiod* who lived at the end of the 8th and the beginning of the 7th century BC (see supplement to § 33).

The struggle in the city-states forced many Greeks to leave their country. *Hesiod* wrote that the poor left "to escape from debts and avoid the evil of hunger". When the nobles won, their opponents were compelled to flee in

1. Ruins of a wall in the Greek town of Chersonesus in the Crimea (photograph). The lower part of the wall with the gates was buried in the soil. A door was made in the wall above the gates. Note how the stones were cut. 2. A Greek temple of the 5th century BC in Sicily (photograph).





1. A coin from the town of Syracuse in Sicily, showing the sun god travelling through the sky on a golden chariot. 2. An ancient Greek merchant vessel. 3. An ancient Greek warship (drawings on vases). The ship's pointed bow was plated with bronze or iron. It rammed the sides of enemy vessels. *Compare the warship with the merchant vessel*

order to save themselves from the victors' vengeance. Having gained power the demos exiled the aristocrats hostile to it. "I have exchanged my luxurious house for a fugitive's ship," wrote one exiled aristocrat.

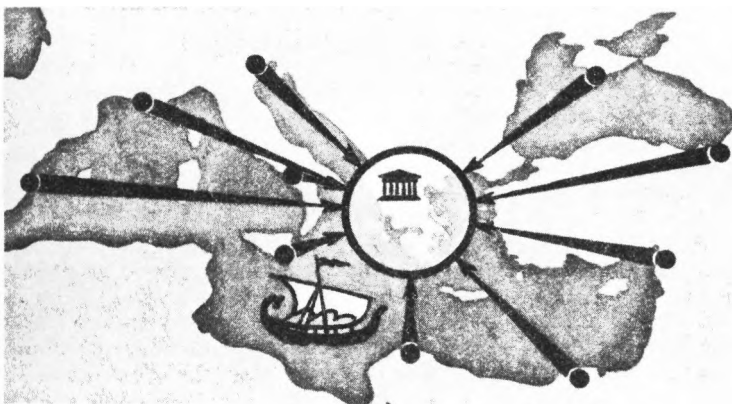
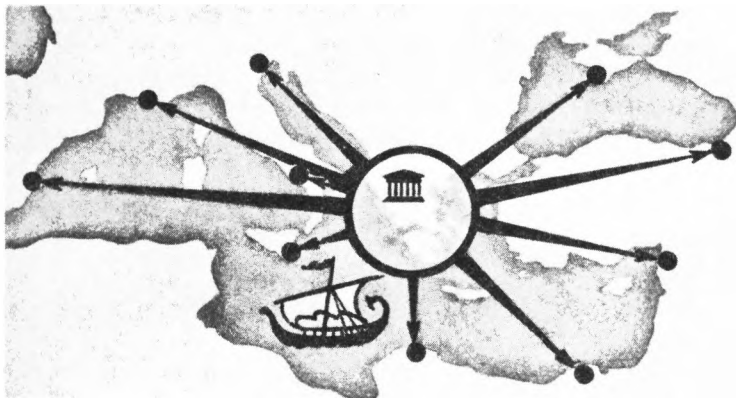
2. The founding of colonies. The Greeks learned to make sturdy wooden vessels. Merchants carried artifacts and other Greek goods to countries beyond the seas. *Miletus*, a Greek city in Asia Minor, was famous for its woolen fabrics. The best weapons were made in the city of *Corinth*, and the best pottery in Athens.

At first the merchants moored to foreign shores only for a short time to exchange goods with local inhabitants. Then the Greek trading cities began to found their permanent *colonies*¹ on the shores of the Mediterranean and Black seas.

There were many people in Greece who wanted to settle in the colonies: craftsmen who hoped to find a good market for their items, peasants who had lost their land and people forced to flee from their country. A city founding a new colony sent a whole *fleet* of military and merchant vessels there.

3. Life in the colonies. In a foreign country the Greeks seized land near a convenient bay or the mouth of a river. Here they built a city and surrounded it with a fortress wall. The settlers set up craftsmen's shops, culti-

¹ *Colonies*—(here) a group of people who settle in another country.



What was exported from ancient Greece and what was imported into ancient Greece?
Name the goods in the drawings

vated land near the city, bred cattle, and traded with the tribes living inland. The Greeks obtained slaves from the local tribes. Some of the slaves were left in the colony to work, while others were sent to Greece to be sold.

Independent slave-owning city-states arose in the colonies. Many of the colonies were no smaller than the large cities in Greece. The Greeks did not go far from the shore. One ancient author wrote that they sat along the seashore like frogs around a pond.

4. The importance of the colonies. The demand for the craftsmen's goods rose in Greece due to trade with the colonies, and this contributed to the further development of the crafts and trade in Greece. Greek cities situated near convenient ports began to grow rapidly. The flow of slaves from the

colonies contributed to slave-owning in Greece. Trade also grew in the countries where the colonies arose and Greek culture spread there; local tribes moved more quickly from the primitive communal system to slave-owning society.

Although the Greeks settled on an enormous territory, they continued to speak their native tongue. They called themselves *Hellenes* and their home country *Hellas*.

By the 5th century BC hundreds of Greek city-states arose along the seashores from the Caucasus to Spain.

HESIOD'S FABLE ABOUT THE NIGHTINGALE AND THE HAWK

Whom did the poet show as the nightingale and whom as the hawk?

**Here's what a great hawk once told to a nightingale, bright-eyed,
Carrying it in its talons above the high clouds.
Plaintively cried the small bird, in the hawk's curved talons.
Then heard the hawk speak to it in a high, lordly manner:
"Why are you squeaking, you wretch? I'm much stronger than you are.
"Sing all you want, still I can do with you what I fancy:
"Make you my lunch or perhaps set you free if that's my whim."**

- ? 1. Why did states arise in Greece? In answering this question refer to examples from the history of Athens and Sparta. 2. What differences were there in the government of the Greek city-states? How did these differences arise? 3. Describe how the Greeks founded colonies. Describe why they founded them. What is the difference between these two descriptions?

You have gained an idea of the history of Greece in the 11th-9th centuries BC and the 8th-6th centuries BC. You have learned what the Greeks' life was like in each of these periods. In historical science periods are spans of time following each other; people's life in each of them differs significantly both from the previous and the subsequent period. The classification of history by periods helps understand the general course of history better. The textbook's table of contents will help you learn the main periods in the history of Greece.

Compare the Greeks' life in the 8th-6th century BC with their life in the 11th-9th century BC.

- a) How did the Greeks resettle by the beginning of the 5th century BC?
- b) What changes occurred in agriculture, the crafts and trade?
- c) What changes occurred in the system under which the Greeks lived?
- d) What changes occurred in government?

*Begin to compile a table "Basic Periods in the History of Greece from the 11th to the 3rd Century BC" in your notebook. The form of the table and rough notes for the first period are presented on page 185. According to this model write a short account of the Greeks' life in the 8th-6th century BC.

THE DEVELOPMENT OF SLAVERY IN GREECE AND THE RISE OF ATHENS IN THE 5th CENTURY BC

§ 34. THE GRECO-PERSIAN WARS

(Map 4 and map on page 143)

Recall the territory and population of the Persian kingdom at the beginning of the 5th century BC (§ 16; 5 and map on page 72); whom did the army consist of and how was it organised in Athens (§ 30-31; 9)?

1. The battle of Marathon. At the beginning of the 5th century BC the Greek people were threatened by a foreign invasion. The powerful Persian kingdom conquered most of the islands in the Aegean Sea and its northern shores. King Darius I sought to establish his rule over all of Greece.

In 490 BC the Persian army crossed the Aegean Sea on vessels and landed in Attica, on the *Marathon plain*, a mere 42 kilometres from Athens.

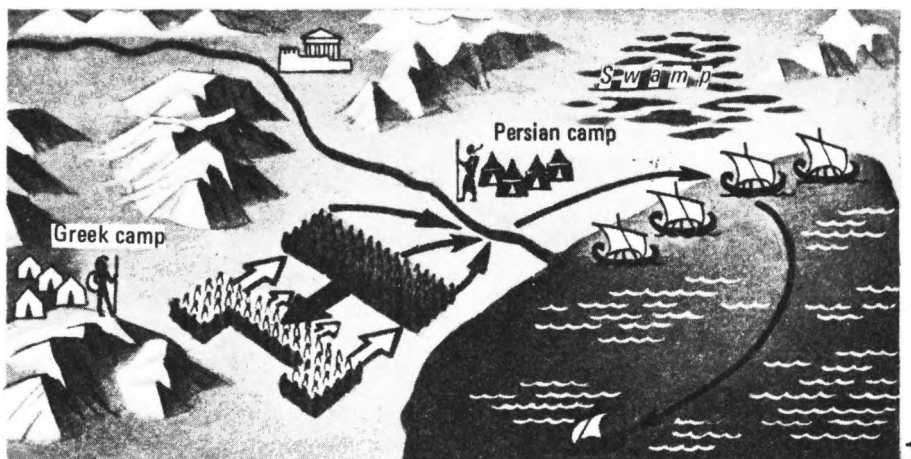
Although the Athenian army was much smaller than that of the Persians, it bravely set out to defend its country. The Persians were defeated in a savage battle in the Marathon plain. They hastily boarded their ships and left Greece (for further details on the battle see page 145 and col. dr. 11).

2. Greece invaded by Xerxes' army. In **480 BC** an enormous army and fleet from Persia advanced against Greece once again. The army was commanded by *Xerxes* who became king after the death of Darius I. Xerxes said: "We will make slaves both of those who are guilty before us [who fought against the Persians] and those who are innocent."

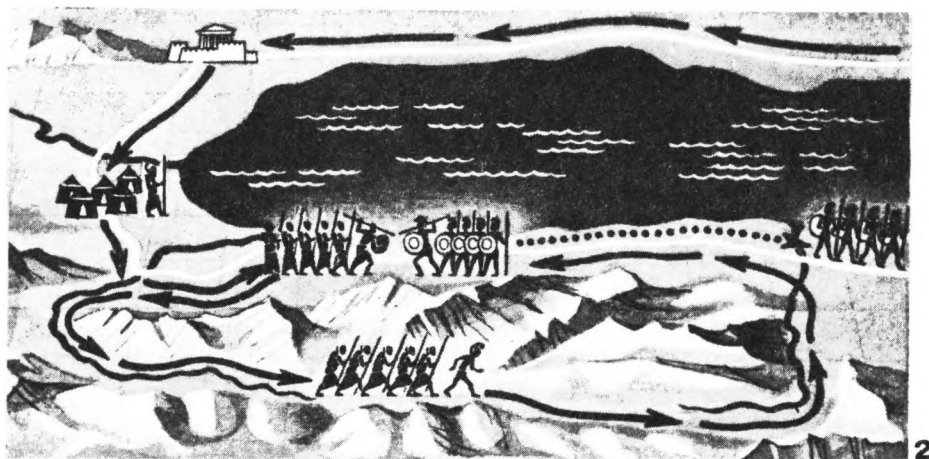
In addition to Persians, Xerxes' army included warriors from countries subjugated by Persia—Assyrians, Egyptians, Babylonians, Greeks from Asia Minor and others. Xerxes made the Phoenicians build military vessels. The warriors from countries subjugated by the Persian king were not eager to conquer Greece for him.

Xerxes' army occupied Northern Greece without battle. Several Greek city-states united to resist the enemy invasion. A group of Greeks headed by the Spartan king *Leonidas* blocked the narrow Thermopylae pass leading into Central Greece.

3. The battle of Thermopylae. Xerxes approached Thermopylae. He sent messengers to Leonidas demanding that he put down his arms and give them up to the Persians. Leonidas answered: "Come and take them." One of the

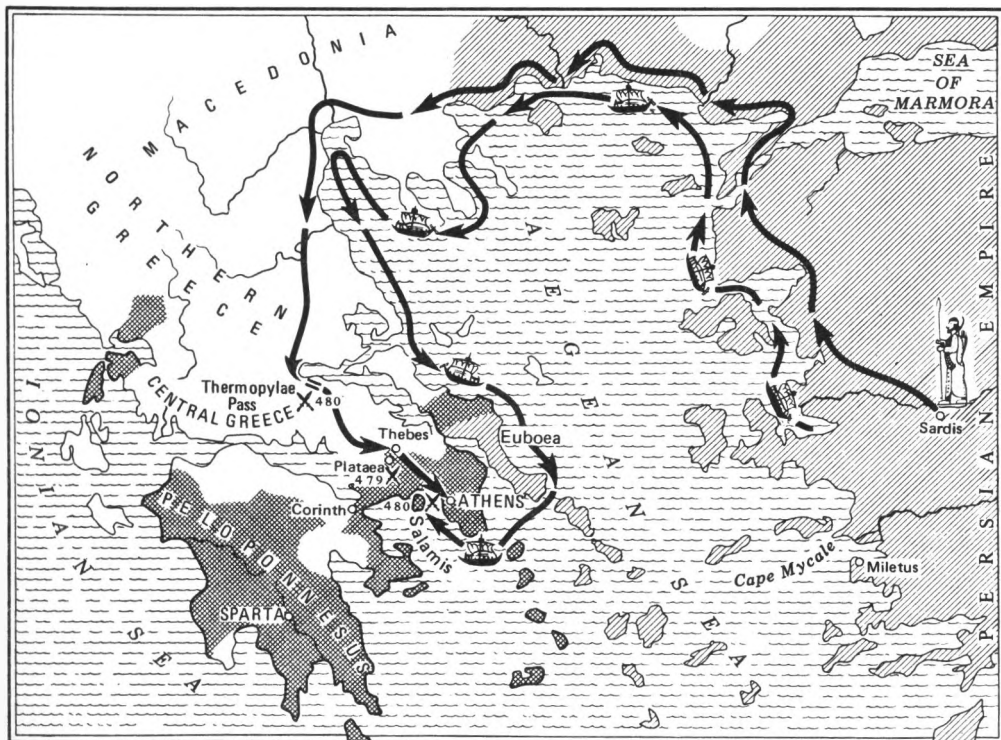


1. The battle of Marathon. 2. The battle in the Thermopylae pass

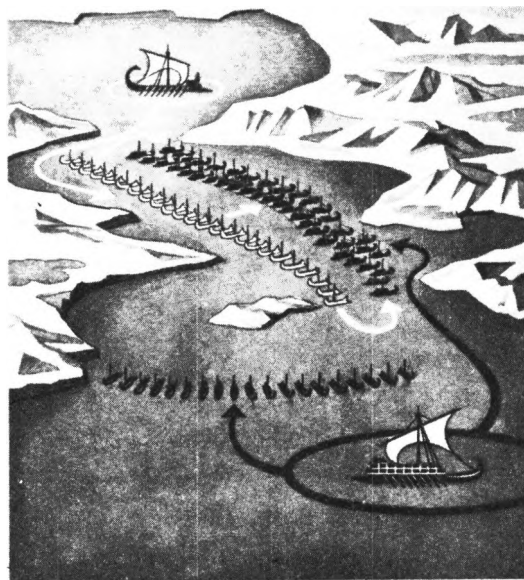
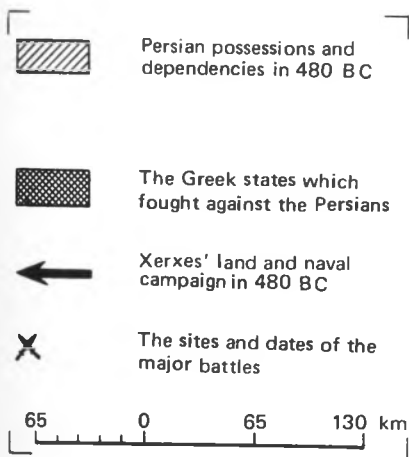


messengers sought to frighten the Greeks by the large number of Persian troops and said: "Our arrows and javelins will shut off the sun from you." The Greek warriors answered: "Then we will fight in the shade."

The Persians attacked the Greeks for two days. The Persian chiefs lashed their warriors into battle. The Greeks repulsed all the attacks. But at night a traitor led the Persians along a path through the mountains. Seeing that the enemy was surrounding the Greeks Leonidas ordered everyone except the Spartans to retreat. Three hundred Spartans together with Leonidas fell in the unequal battle but contained the Persians and enabled the rest of the Greeks to retreat.



1



2

1. The invasion of Greece by Xerxes' troops. 2. The battle of Salamis



1



2



3

1, 2, 3. Greek warriors (as the ancient Greeks depicted them). 4, 5. Persian warriors (ancient relief and picture)

The Persians occupied Central Greece. The Athenians left their city. All the men capable of fighting were in the army or on warships. Women, old men, children and slaves were taken by the Athenians to the Peloponnese and the island of *Salamis* where they were protected by the fleet. The Athenians saw from the ships and the island how their native city was burned on Xerxes' orders.

4. The Battle of Salamis. The united Greek fleet was located in the strait between Attica and Salamis. The Athenians had 200 military vessels—more than the rest of the Greek city-states. The ships had three banks of oars on each side, and for that reason they were called *triremes*. Each trireme had 180 oarsmen and 20 to 30 warriors. These vessels were faster than the big heavy Persian ships intended for navigating in open seas. The Greek sailors knew the shallows and underwater rocks in the narrow *Salamis strait*.

Certain that his numerous fleet would win Xerxes ordered it to enter the strait and engage the Greeks. Surrounded by his courtiers on a high shore in Attica Xerxes watched his ships approach the Greeks. The old men and women watched the battle begin from the island. The Athenians had to win or to die: if they retreated their families would be enslaved.

When the Persian fleet entered the strait the Greek oarsmen struck the water with their oars and the vessels were propelled towards the enemy. The fast Greek triremes broke the oars of the enemy ships and rammed their sides. The formation of Persian vessels was disrupted. The Persian ships ran aground, struck underwater rocks and each other. More than 200 Persian ships were sunk. The rest of the Persian fleet retreated.

5. The final victory of the Greeks. The defeat of the Persian fleet compelled Xerxes to leave Greece in a hurry with part of his army. He was afraid that the Greek ships would cut him off from Persia.

The united Greek forces fought the Persian troops remaining in Greece. The battle took place near the city of *Plataea* in 479 BC. The fighting was long and



4



5

stubborn; the Greeks routed the enemy and drove him out of their country.

The war to free the Greeks that still remained under the Persian king lasted for another 30 years.

Many seashore Greek city-states formed an alliance. Athens was the strongest of the allies. The united Greek forces headed by the Athenians defeated the Persian fleet and made some daring raids on the shores of Asia Minor. *The king of Persia was forced to conclude a peace treaty and recognise the independence of the Greek cities situated on the islands and the coasts of Asia Minor.*

THE COURSE OF THE BATTLE OF MARATHON

(After Herodotus and other ancient authors)

How did the military art of the Greek strategists and the courage of the Greek warriors show themselves in the battle of Marathon?

The news that the Persians had started to land on the Marathon plain reached Athens. Some of the Athenian aristocrats were ready to defect to the Persian side; they hoped to return their supremacy over the demos with the help of the Persian king.

There was no time to be lost for the Athenians. They quickly assembled their forces. The Athenian army had 10,000 heavily armed infantry: the small town of Plataea sent a thousand warriors. Commanded by the strategists¹ the army advanced against the enemy. From the hills surrounding the Marathon plain the Athenians could see the Persian camp and the vessels lying ashore. The Persian army was much larger than the Athenian army.

¹ Strategist (Greek—*strategus*)—an elected army or navy commander.

Blocking the way to Athens, the Greeks took up positions on hills where the Persian cavalry could not fight. The troops were commanded by the experienced strategist Miltiades.

For about a week the enemies confronted each other. Finally, the Greek army formed a phalanx and moved into the plain. Miltiades knew that the best Persian units were in the centre. He deployed the main Greek forces on the flanks of the phalanx.

The Athenians furiously attacked the enemy under a hail of arrows. They derived strength and courage from the conviction that they were fighting for their country, for the lives and freedom of their mothers, wives and children.

Hand-to-hand fighting began. The picked Persian units had penetrated the weak centre of the Athenian phalanx and were already celebrating victory. But at that point the strike units fighting on the flanks of the phalanx forced the enemies facing them to flee, and then attacked the picked enemy troops from two sides. The Persians failed to withstand the onslaught and fled to their vessels. The Greeks captured 7 ships, the rest put out to sea.

Seeking to bring the news of victory to his fellow citizens as quickly as possible an Athenian ran the 42 kilometres from Marathon to Athens. Running into the city he exclaimed: "Rejoice, Athenians, we have won!" and fell dead. The 42-kilometre-long marathon races are held in memory of this heroic deed.

FROM AESCHYLUS' *PERSIANS*

The famous Greek poet Aeschylus, who participated in the battle of Salamis, described it in his *Persians*.

...no flight this solemn strain
Portended, but deliberate valour bent
On daring battle... But when their oars,
The paean ended, with impetuous force
Dashed the resounding surges, instant all
Rushed on in view; in orderly array
The squadron on the right first led, behind
Rode their whole fleet; and now distinct we heard
From ev'ry part this voice of exhortation:
"Advance, ye sons of Greece, from thralldom save
Your country, save your wives, your children save,
The temples of your gods, the sacred tomb
Where rest your honoured ancestors; this day
The common cause of all demands your valour."
Meantime from Persia's hosts the deep'ning shout
Answered their shout; no time for cold delay;
But ship 'gainst ship its brazen beak impelled.

...The deep array
Of Persia at the first sustained th' encounter;
But their thronged numbers, in the narrow seas
Confined, want room for action, and deprived
Of mutual aid beaks clash with beaks, and each
Breaks all the other's oars: with skill disposed
The Grecian navy circled them around
With fierce assault; and rushing from its height
Th' inverted vessel sinks: the sea no more
Wears its accustomed aspect, with foul wrecks
And blood disfigured; floating carcasses

**Roll on the rocky shores; the poor remains
Of the barbaric armament to flight
Ply ev'ry oar inglorious...**

1. Draw up a table of battles between the Greeks and the Persians.

Where the battle took place	When	Who won	Its significance for the course of the war

2. Why did the Greeks win the war against the Persians? Point out at least three causes. If you cannot, answer the following questions: a) why did the Greek warriors fight better than the Persian warriors; b) what made it possible to arm the Greek army and navy well? c) could one city alone fight against Xerxes' army and navy? 3. How many years passed from Solon's reforms to the battle of Marathon? How many years ago did the battle occur? Which year came after 480 BC? What year came before 480 BC? *4. How did the victory of the demos in Athens in the 6th century BC prepare the Greek victory at Marathon and Salamis? *5. Describe the Thermopylae or Salamis battle as told by a Greek taking part in battle?

§ 35. Slavery in Greece in the 5th Century BC

(Map 4)

Recall what way of turning people into slaves was abolished in Athens, why and when (§ 30-31; 8).

1. The influx of slaves to Greece. The number of slaves in Greece considerably increased in the 5th century BC.

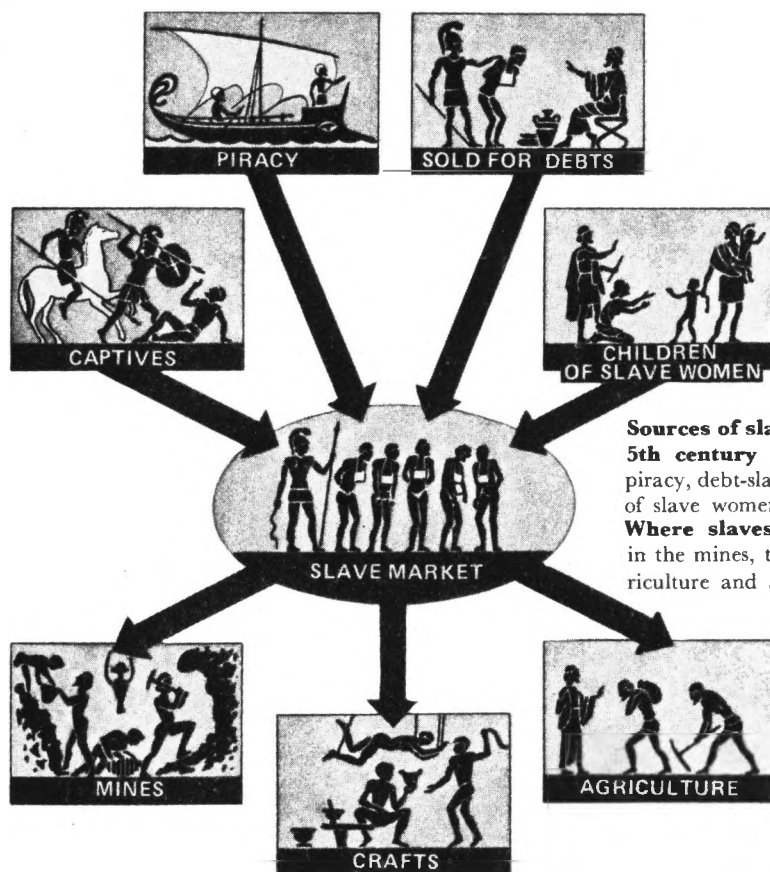
Wars were one of the reasons. The Greeks turned into slaves not only the warriors taken prisoner in battle but also women and children captured in foreign countries. Only one raid to Asia Minor gave the Athenians more than 20,000 prisoners who were sold at markets as slaves.

Pirates—the high seas robbers—intercepted merchant vessels on their fast ships and attacked coastal villages. They sold the people they captured as slaves.

Slaves were brought from the countries of the Mediterranean and Black seas and exchanged for craftsmen's items and other goods from Greece.

A slave woman's child was born a slave and belonged to his mother's owner. But these children were few because slave women's lives in Greece were so difficult that few of their children survived.

Most of the slaves in Greece were foreigners, but Greeks were also found among the slaves. In some city-states people were still turned into slaves for debts.



2. Slave markets. There were *slave markets* in almost all the Greek cities. Men, women, teenagers and little children were sold and bought at the market. A sign was hung on a slave's chest saying where he was from, how old he was and what he knew how to do. The buyers examined the "live commodity", felt a slave's muscles to find out his strength and endurance, made him lift weights, run and jump.

3. Slave labour. Most of the slaves were in those areas of Greece where stone was quarried, ore mined and the crafts developed. *The Greeks assigned slaves the heaviest work.* Only slaves mined ore and quarried marble. Free Greeks, even the poor, did not work in the mines and quarries. On merchant vessels slave oarsmen moved the heavy oars back and forth to the monotonous sound of the flute.

In the 5th century BC wealthy Greeks owned large crafts shops. Up to 100 slaves worked in some of them. The slaves were assigned simple but hard work.

In the potter's shop slaves brought water and fuel, puddled the clay and turned the potter's wheel. Usually free men moulded the pottery and painted it (see col. dr. 12).

There were fewer slaves employed in agriculture than in the crafts. Peasants worked the land themselves. But not only owners of large domains but also rich peasants had slaves. The slaves milled the barley and corn, pressed grapes and olives with their feet and presses, and carried heavy baskets to the market.

The Greeks widely used slaves as domestic servants. Wealthy people were served by 3 or 4 slaves, while there were up to 50 slaves in the houses of the very rich.

4. Punishment of slaves. It was possible to make the slave work only by means of threats and punishment. They were not interested in the results of their labour; everything slaves produced belonged to the masters. It is said in *The Odyssey*: "The slave is lazy; were the master not to order him to work harshly he would not take to his labours of his own accord."

The overseer watched the slaves. As soon as the slave began to work more slowly the overseer urged him on by lashing him. Often the end of the lash had bits of lead sewn into it. Few slaves had their shoulders and backs not scarred by the lash.

It is frightening to read a contemporary's account of how masters tortured slaves: "Lash the slave, strangle him, crush him, ... twist his arms and legs, you can pour vinegar into his nostrils, put bricks on his abdomen, you can do anything with him."

5. The slaves' struggle against the slave-owners. The slaves did everything they could to bring harm to the slave-owners: they *broke* the implements, *injured* the cattle, and *sought to work as badly as they could*. Often slaves attempted to *escape* from their masters although they knew that they would be punished harshly if caught. Not rarely they *killed* the most cruel slave-owners.

1. Slaves in a mine (drawing on a Greek vase). 2. A pottery shop in Athens (drawing on a Greek vase).

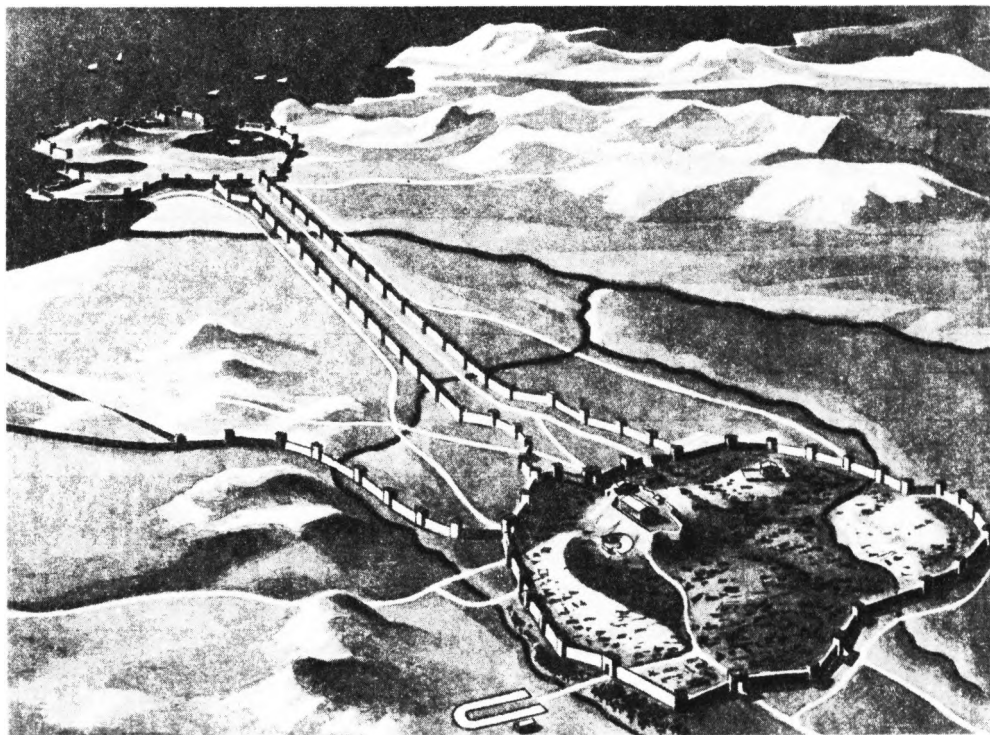


Frequently there were *uprisings* of slaves. *This was a class struggle—the struggle waged by the slaves against the slave-owners.*

In the middle of the 5th century BC a strong earthquake destroyed the city of Sparta. The helots converged on Sparta from all sides hoping to take the slave-owners by surprise and defeat them. The Spartans repulsed the attacks but could not suppress the uprising with their own forces. They had to ask for assistance from the slave-owners of the other city-states. The pale and frightened Spartan ambassadors begged for help in the struggle against the helots. Some of the city-states helped the Spartans. However, part of the helots won their freedom and left Sparta.

- ?
1. How did people become slaves in Greece in the 5th century BC?
 2. What work did the slaves do in Greece?
 3. What shows that the slave-owning system was more developed in Greece as compared with the countries of the ancient East?
 4. How did the slaves fight against the slave-owners? Point out at least six ways of their struggle. Why is this struggle called the class struggle?

A bird's eye view of Athens and Piraeus (reconstruction)



§ 36. THE POWER AND WEALTH OF ATHENS IN THE MIDDLE OF THE 5th CENTURY BC

(Map 4 and 5)

1. The Athenian sea alliance. The alliance of Greek city-states headed by Athens continued to exist after peace had been concluded with Persia. The alliance included more than 200 city-states. The alliance had a joint navy and army. Each ally was to build a certain amount of vessels or make a payment to the allied treasury.

The Athenian strategists commanded the fleet and army of the whole alliance. The Athenians transferred the alliance's treasury to their city and disposed of it as they saw fit. They also determined the size of the payments. The alliance came to be called the *Athenian sea alliance*, while the Athenians were called the "masters of the sea".

2. Development of Athenian sea trade. Thanks to the Athenian supremacy at sea their sea trade also grew. Defended by their navy the Athenian merchant ships plied the Mediterranean and Black seas. The Athenians built the port of *Piraeus with moorings, warehouses and shipyards* on the shore of the deep and quiet bay six kilometres away from Athens. Dozens of ships arriving from Panticapaeum, Syria, Egypt, Sicily and other places were unloaded in Piraeus. Then they were loaded in the same port by goods made in Attica and other areas in Greece (see col. dr. 13). Archaeologists have found numerous whole or broken amphoras with the trade marks of Athenian crafts shops dating back to the 5th century BC even in lands distant from Greece. The merchants paid a *duty* on all the goods brought to the port to the Athenian treasury.

The development of trade secured the influx of slaves in Athens even in peacetime; one of the largest slave markets was in Athens.

3. In the Athenian silver mines. Thousands of slaves worked in the mines belonging to the Athenian state. They broke loose the ore with bars, picks and heavy hammers deep underground in the dim light of smoldering oil lamps. The underground passages were so low they had to work lying down. Crawling, young slave boys dragged the ore out in large baskets on their hands and knees. On the ground the slaves crushed the ore with iron pestles in a stone mortar and ground it with millstones. The millstones could be turned by asses but the Athenians preferred slaves because their labour was cheaper and yielded more profit to the Athenian treasury. The slaves had to mine and grind such amounts of ore that they hardly had time to eat and sleep. The slaves also worked in the salt mines which belonged to the Athenian state.

4. Who profited from the wealth of the Athenian state. In the 5th century BC Athens became the richest city-state in Greece.

This made it possible to build large *public buildings* and strong city fortifications. The Athenians surrounded their city with a fortress wall and towers. They also built walls which came to be known as *Long Walls*. These walls defended the road from Athens to Piraeus; in case of a long siege the Long Walls secured a route to the sea for the Athenians.

Building was particularly extensive on the Athenian acropolis. Remarkable temples and statues were put up here instead of the structures destroyed by the Persians. The building was financed not only from the treasury of the Athenian state but also from that of the whole sea alliance.

The building secured a permanent income for Athenian stone-masons, craftsmen, carters and boatmen.

The "masters of the sea" had a very strong navy. Service on ships began to be paid from the Athenian treasury; many Athenians—oarsmen and sailors—lived on that pay.

Pay was also instituted for judges and other officials. Most of the posts were distributed by lot among Athenian citizens. In the 5th century BC the thetes won the right to occupy almost all the posts in the state. Many of the poor Athenians lived on pay for state service. One song went:

O my father, if the judges
Did not sit in session,
Where'd you get our breakfast
And our supper?

It also happened that bread was distributed to citizens free of charge. Athenian citizens paid no taxes.

It was not only an honour to be a citizen of the wealthy Athenian state but also very profitable.

GOODS BROUGHT TO PIRAEUS

(From a work of the 5th century BC)

Find the countries and cities mentioned in the document on the map.

How many goods come here. Skins of oxen from Cyrene [North Africa]; salted fish from the Black Sea area; grain and meat from North Greece; the Sicilians supply hogs and cheese; sails and papyrus come from Egypt; incense, from Syria; the island of Crete sends expensive wood for temples and statues of the gods; much ivory comes from Libya; fat sheep and fruit sweet as dreams are brought from the islands, ... slaves and almonds, from Asia Minor. Phoenicia sends corn meal and dates; Carthage [North Africa] delivers carpets.

?

1. How did the Athenian sea alliance arise? Who was particularly interested in its existence and why? 2. What were the sources of the Athenian state's wealth in the 5th century BC? 3. What advantages did Athenian citizens gain as a result of the growth of their city's wealth and power?

§ 37. THE ATHENIAN SLAVE-OWNING DEMOCRACY

(Map 4)

Recall what rights the demos won as a result of Solon's reforms (§ 30-31; 8, 9, 10).

1. The public assembly in Athens. In the 5th century BC supreme power in the Athenian state belonged to the public assembly. It was convened four times a month. The assembly passed laws, decided questions of war and peace, disposed of the Athenian treasury and that of the sea alliance, elected strategists and other officials.

All the Athenian citizens from the towns and villages of Attica could attend the assembly. Usually several thousand people, mostly city-dwellers, were present. Debates raged at the assembly. Some orators defended the interests of the aristocrats, others spoke for the demos. Decisions were adopted by a majority of votes (see col. dr. 14).

2. Pericles at the head of the Athenian state. The outstanding statesman *Pericles* was a major figure in Athens in the middle of the 5th century BC.

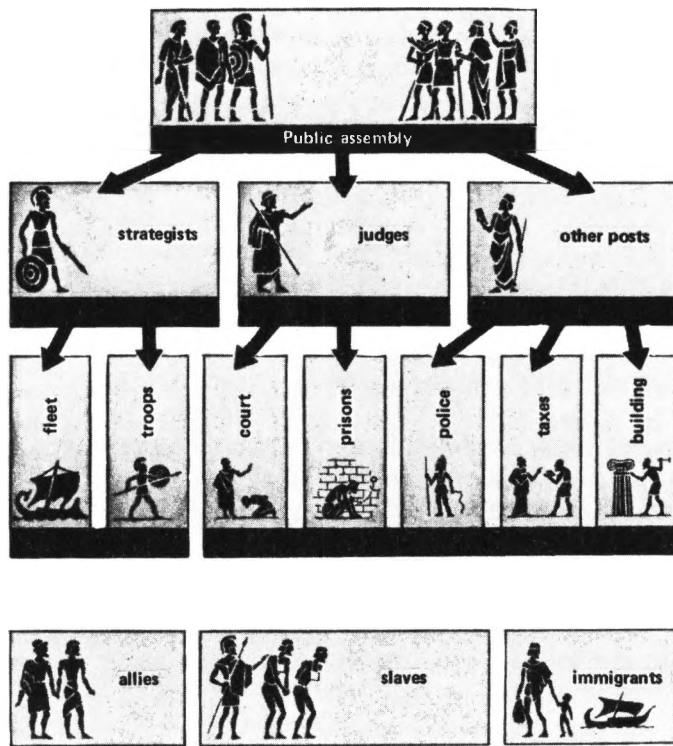
Pericles came from a noble and wealthy family; dozens of slaves worked on his domain. Pericles was a gifted and well educated man. Pericles was famed for his eloquence even in Athens which boasted quite a few orators. He behaved calmly and majestically, but the Greeks said that when he spoke against his opponents he was like Zeus sending down thunder and lightning against his enemies.

In **443 BC** the public assembly elected Pericles to the highest office in the state, *first strategist*, and he headed government in Athens and the sea alliance.

Pericles sought to unite all of Greece under Athens' rule. He strengthened the sea alliance by all means and attracted new allies. Some city-states, displeased with Athenian supremacy in the alliance, tried to leave it. Pericles harshly suppressed such attempts by the force of arms. He founded colonies of landless Athenians on the lands of the allies.

Pericles submitted proposals to build public facilities and fortress walls to the public assembly.

The demos supported Pericles. For 15 years, until Pericles' death, the public assembly elected him first strategist every year.



2

1. Slave-owning democracy in Athens (5th century BC).
2. Pericles (ancient Greek bust). The helmet has been pushed back to open the face. During battle the Greeks lowered their helmets to protect their faces

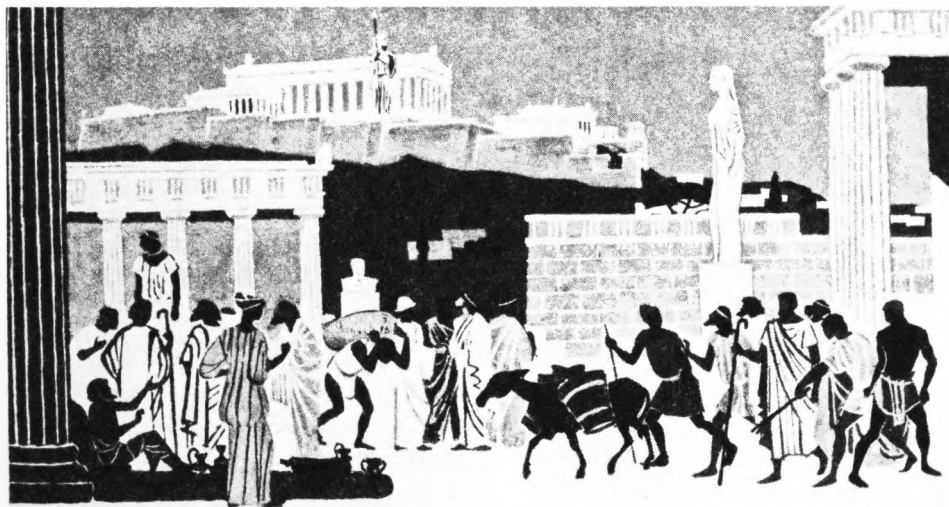
3. Athenian democracy and its slave-owning character. The Greeks called government in Athens *democracy* which meant "the power of the demos". The demos took advantage of its power in the state to strengthen the slave-owning system and Athenian supremacy over its allies. Not only the slave-owners were interested in such a state of affairs but also the thetes who obtained a profit from slave labour in the mines as well as allied payments.

Athenian democracy secured the power of the slave-owners over the slaves; it was a slave-owning democracy.

Democracy modelled after Athens was established in many Greek city-states. It was everywhere the rule of the free people over the slaves.

However, even at the peak of democratic development in the 5th century BC, power was shared only by a minority of Attica's population. Only men whose father and mother were native Athenians were considered the full-fledged citizens of Athens.

People who had come to Attica from other areas and their offsprings were deprived of the rights of Athenian citizens. They had to pay a special tax for the permission to live in Attica. Those who pretended to be citizens by fraud were turned into slaves. Athenian women not only did not take part



The agora of Athens (drawing by an artist of our time)

in the public assemblies but even rarely left their homes. It was regarded as a woman's duty to keep one's home properly run and to be obedient to one's husband. Slaves were in the position of work animals.

4. Public life in Athens. Although access to Athenian citizenship was severely restricted, *nowhere in the ancient world did so many people participate in governing the state and in public life as in Athens.* Having assigned the hardest work to slaves, the free Athenian men spent most of their time in the city's public places.

The agora was the most populous and boisterous place in Athens. In the morning it was filled with merchants' stalls. In the evening they were removed. On one side stood stones with the Athenian state's laws carved on them and notices were posted on public assemblies and the cases to be tried in court. The agora was visited by wealthy people and craftsmen after their work day, peasants who had sold their produce in the marketplace. The Athenians learned the news on the agora. A visit to the agora for the ancient Greeks was what newspapers, radio and TV is for people of our time.

Young and adult men assembled in *gymnasiums* where well-known scholars delivered lectures and held talks. It was also there that Greeks did physical exercises under the supervision of experienced teachers.

The best musicians and singers of Greece competed in a large concert hall. The contests drew large numbers of music lovers who selected the winners.

Theatrical performances were held several times a year for dozens of thousands of viewers.

Public life in Athens opened wide vistas for the intellectual and physical development of the free men.

- ? 1. What rights and advantages did Athenian citizens enjoy? 2. Why did the following people have a vested interest in strengthening the Athenian slave-owning state: a) major landowners, b) craftsmen, c) merchants, d) peasants, e) thetes? 3. How many years passed from Solon's reforms to the beginning of Pericles' rule? What was the connection between these two events? 4. Compare the state in Athens with the state in ancient Egypt. What were the differences and what did they have in common? *5. What do you think was more favourable for cultural development: the rule of the kings in the countries of the East, supremacy of the aristocrats or democracy? Prove your point.

THE FLOURISHING OF CULTURE IN GREECE IN THE 5th-4th CENTURY BC

§ 38. WRITING AND THE SCHOOL. THE OLYMPIC GAMES

(Map 4)

1. Writing in ancient Greece. The Greeks never returned to their ancient writing forgotten at the end of the 2nd millennium BC. At the end of the Age of Homer they came into contact with Phoenician writing. The Greeks added vowels to consonants and elaborated their own alphabet consisting of 24 letters. *This was a major step forward in the development of writing.*

The Greeks wrote on papyrus, on clay crocks, and tablets covered with a thin layer of wax. They wrote the letters on the wax by means of a sharp metal instrument the other end of which was blunted and used to erase what was written. This instrument was called a *style*. The Greeks were very exacting regarding the clarity and precision of their writing. They said: "Turn your style more often", meaning "correct what you have written".

The Greek papyrus "book" was a long rolled-up tape. The ancient Greeks liked books, rewrote them many times and carefully preserved them.

2. Greek schools. The sons of the free Greeks began to attend school at the age of seven. The children of craftsmen and peasants were only taught at elementary school, because they had to help their parents at an early age. The children of rich people continued their education in gymnasiums until 18.

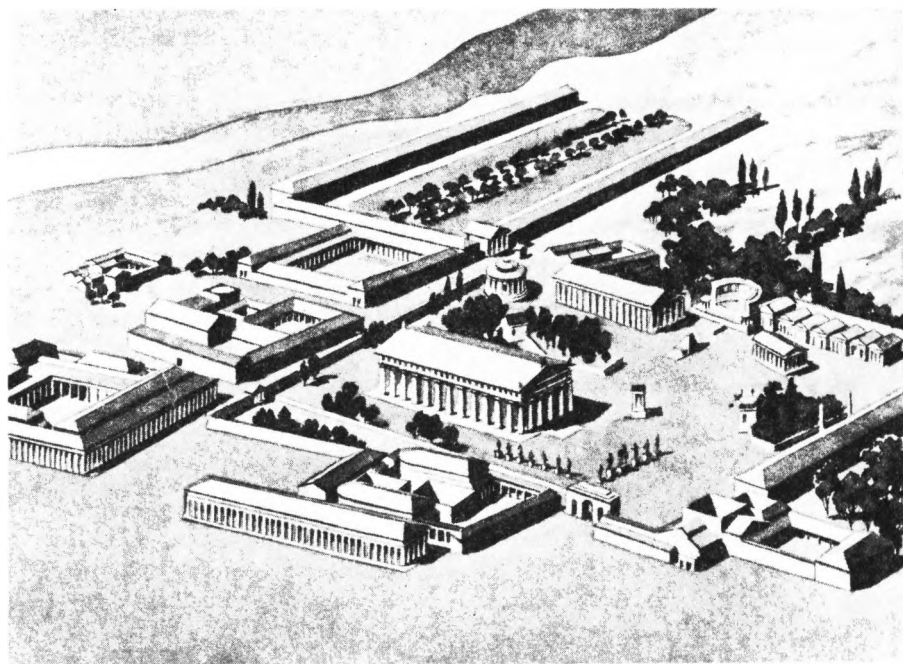
The children were taught to speak clearly and eloquently in Greek schools. The pupils learned verses by Homer, Hesiod and other poets by heart. The Greeks were particularly fond of Homer's poems; many knew *The Iliad* and *The Odyssey* by heart although these poems had many thousands of lines. The young people learned to draw, dance, sing and play the *lyre*; the Greeks did not consider a person educated if he could not sing and dance. The best schools were in Athens.

The Greeks paid attention to developing courage, agility and strength in boys. The school was supposed to train warriors to defend the state. The older a pupil grew, the more running, wrestling, jumping, discus and javelin throwing he did.

Pupils were beaten with belts, twigs and sticks for being lazy and disobedient. A pupil from a rich family was taken to school by an old slave; the latter made sure that the boy behaved properly and let his elders pass first.



1. An example of ancient Greek writing. 2. A little wax tablet and a style. 3. A school in Athens (drawing on a vase). A lyre lesson and a reading lesson. On the right sits a slave who has accompanied the pupil to school. 4. Olympia (reconstruction). The main temple of Zeus is in the centre. Near it are other temples and statues of winners of the games. Other smaller buildings are the treasure-houses of the towns that presented gifts to Olympia. Gymnasiums, other buildings and competition sites surround the main temple.



There was no education for the children of slaves. Nor were there schools for girls in Greece. Mothers taught girls to sow and do domestic work.

3. Olympia. On holidays the Greeks held sports competitions, or games. The most famous competitions were the games held every four years in *Olympia* situated in the Peloponnesus (not to be confused with Mt Olympus in North Greece).

Olympia was a sacred place for the Greeks. In the centre stood the majestic *temple of the Olympian Zeus*; the temple gave the city its name. The temple contained an enormous statue of Zeus by *Pheidias*, the great Greek sculptor (a reconstruction of the temple is shown on page 124). Other temples and thousands of statues of gods, heroes and winners of the games were situated round the Zeus temple. Buildings for sports exercises were behind the temples.

Dozens of thousands of viewers assembled for the games from all over Greece. They travelled on carts, on horseback, walked and sailed on vessels. Even Greeks from distant colonies arrived. A whole tent town would spring up around Olympia. Women were banned from Olympia; those who broke this rule could be put to death.

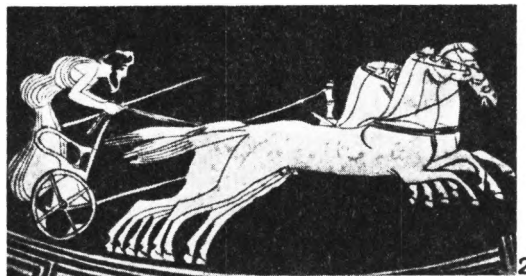
4. The Olympic games. The best athletes competed in running, jumping, wrestling, discus and javelin throwing and fisticuffs at the Olympic games. One day was set off for competitions between young athletes.

The most dangerous competition was the four-horse *chariot race*. The chariots were to drive 12 times round the *hypodrome* to the loud cries of thousands of viewers. The *driver* stood on the chariot and directed the horses. It required tremendous skill and agility. The fast-rolling chariots often hit posts on the turns or the wheels of other chariots, and the broken chariot was hit by the others. In one race 8 out of 10 chariots crashed (see drawing 2 below and col. dr. 16).

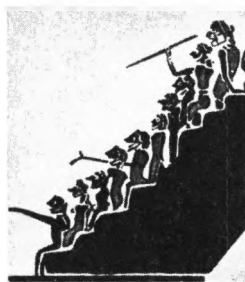
It was believed that all the free Greeks could compete at the games. But



1



2



3

1. Discobolus (by Myron).
2. A chariot race (drawing on a vase).
3. Viewers during competitions (drawing on a vase)

it took several years to prepare for the games, and the peasants and craftsmen could not devote a lot of time to sport. That was why only wealthy people participated in the games. Only the richest slave-owners of Greece could buy four racing horses for a chariot. Once a very rich Athenian man sent 7 chariots to the games which took first, second and fourth place. The owner of the horses and not the charioteer who risked his life was regarded as the winner of the race.

The referees awarded the winners with olive wreaths. When the winner returned to his native city he was greeted by the entire population because his victory won glory for his land. Statues were put up honouring the winners.

The month in which the Olympic games were held was regarded as sacred. Wars were stopped for the period in Greece. The Greeks counted years from the year when the first games were supposed to be held, 776 BC.

- ? 1. Describe the development of writing from its appearance to the ancient Greeks' writing. What was the significance of the Greek writing? *2. Tell about the Olympic games as a participant or a viewer.

§ 39. ANCIENT GREEK THEATRE

Recall the celebrations held by the Greeks in honour of Dionysus (§ 29; 2).

1. The origin of the theatre. The peasants held marches through the streets of villages and cities on the Dionysian holiday. They sung myths about Dionysus and playacted whole scenes from the myths. Imitating the satyrs, Dionysus' companions, the participants in the celebrations donned goat-skins. Often they poked fun at the well-known citizens of the city and the village. Viewers assembled round the performers. The performances began to be held at the foot of a hill so that more people could watch them.

Performances were held at the foot of the acropolis in Athens. The viewers were seated on the slope of a hill; a tent, *skene* in Greek, was set up below. The actors dressed in the tent and performed next to it. Then a small building was put up instead of the tent, and settings were hung on it during the performance. It retained the name *skene*. A place was set off in front of it known as *orchestra* where the chorus performed. First wooden, and then stone, benches were made on the hill slope for the audience.

It was in this way that the first theatre in Greece was built in Athens for outdoor performances at the end of the 6th-5th century BC. *Theatre* is a Greek word and means a "place for seeing". Theatres were built almost in all the Greek cities and colonies.

2. The actors and the chorus in the Greek theatre. Theatrical performances were held on holidays and continued several days in a row from morning to evening. Several plays were performed every day.

Only men acted in the theatre; they also played the women's parts. The actors donned masks corresponding to their parts: men's and women's masks, masks expressing anger and supplication, joy and despair. In the course of the play the actors changed masks. The brightly coloured masks were seen even from the back rows of the enormous theatre. In order to seem taller the actors fastened little stools to their feet.

The chorus played an important role in theatrical performances. Depending on the play the participants in the chorus imitated young girls, Persian lords or even frogs and birds.

3. Tragedies. Plays called *tragedies* arose on the basis of ancient myths. The

A Greek theatre (photograph). On the right are the ruins of the skene. The seats for the audience rise up along the slope of a hill. In the centre is the orchestra (the Greek theatre during a performance is shown on colour drawing 15).





1



2



3



4

1. Tragic mask. 2. Comic mask. 3. Tragic actor (Greek figurine). 4. Comic actor (Greek figurine)

word means the "goat song". The word dates back to the times when the participants in the performance wore goatskins. The personages of the tragedies were usually gods and heroes of the myths. The tragedies usually showed acute struggle between the personages, their heroic feats, suffering and death.

The first outstanding author of tragedies was the Athenian writer *Aeschylus*. (Recall the work by this author you have learned about.) One of his tragedies is called *Prometheus Chained*.

In the tragedy Prometheus tells the chorus that against Zeus' will he had brought people fire in a reed cane, taught them to build houses, tame animals, to count and to read, and had invented boats. Zeus was angered and ordered Prometheus chained to a rock for this.

Prometheus knows who will deprive Zeus of his power. On Zeus' behalf Hermes threatens to torture Prometheus if he does not divulge his secret. The chorus condemns Zeus, sympathises with Prometheus, but advises Prometheus to give in. Prometheus answers Zeus' servant valiantly:

Not all his tortures, all his arts shall move me
T' unlock my lips, till this cursed chain be loosed.
No, let him hurl his flaming lightnings, wing

His whitening snows, and with his thunders shake
The rocking earth, they move not me to say
What force shall wrest the sceptre from his hand.

The tragedy ends with the rock with chained Prometheus falling underground to the rolls of thunder and the shine of lightnings.

Among the tragedies of another great Greek author, *Sophocles*, the play *Antigone* was particularly famous; it was first performed in the Athenian theatre.

4. Comedies. The comedies, funny and joyful plays, originated from holiday puns and scenes. The word *comedy* means the "song of the merry settlers".

The comedies not only entertained the viewers. Often they involved questions of concern to citizens at the time, for example, whether to continue a war or to conclude peace. The struggle started at the public assembly was continued in the theatre; comedy authors depicted their foes in a comic vein. The viewers could easily guess which of their contemporaries were depicted in the personages. The comedies of the Athenian author *Aristophanes* were marked by wit and biting satire.

Occasionally gods were among the personages of the comedies. The authors made fun of human faults by depicting the gods as greedy liars.

5. Greek viewers in theatre. The Greeks were very fond of the theatre. On days when performances were held they came to the theatre at dawn with food and drink. Many people from other cities came to performances in Athens. The Athenian theatre seated 17,000 viewers. After the performances a commission elected by the viewers distributed awards to the authors of the best plays and to the best actors. They received laurel wreaths and valuable gifts. It was not easy to cater to the tastes of many thousands of demanding viewers. But the playwrights enjoyed exceptional respect in Greece, and the theatre was called a "school for adults". In Athens money was distributed among the poor citizens to visit the theatre.

SOPHOCLES' TRAGEDY *ANTIGONE*

What emotions and thoughts did the tragedy provoke among the viewers?

Two brothers killed each other during a bout. Since one of them had brought enemies to his native land, the king prohibited to bury his body at pain of death and ordered the body to be abandoned for wild animals to eat. A guard brought the dead man's sister Antigone to the king. He had caught her while she was burying her brother as the sacred customs of the Hellenes required. The angered king ordered the girl to be buried alive in the tomb. The king's son, Antigone's fiancé, attempted to persuade his father that the decision was unfair. But the king was adamant.

A wise blind man predicted that the king would be avenged for violating the sacred customs and for cruelty: "...Soon, very soon, the weeping of women and men will be heard in your home, the cities will vent their anger on you." Seized by fear the

king decided to release Antigone. But a messenger entered and said that Antigone died and her fiancé killed himself with a sword. Another messenger reported that the king's wife also committed suicide after learning of her son's death.

One of the songs of the chorus was a favourite of the Athenians:

Wonders are manifold;
Nothing so wondrous as Man!
He it is that is bold
Mid the surges high to sail,
Blown by the stormy gale,
White crests of Ocean to span...
And speech has he taught him, and wind-swift thought,
And order and law for government;
And shelter from missiles of frost and sleet he hath wrought,
Resourceful in all—his resources are spent,
When he seeks to escape from Death; Man so wise
Vicissitudes numberless conquers at will,
And cures for baffling diseases he well can devise,
Safe for Death—Death alone e'er baffles his skill.

ARISTOPHANES' COMEDY *BIRDS*

On a proposal by a witty Athenian the birds built a city between the earth and the sky. Formerly the gods had fed on the smoke coming from the burnt sacrifice made by people. Now the birds intercepted the smoke. Secretly from Zeus the birds were visited by Prometheus dressed as a girl; he said that deprived of sacrifice the gods might die of hunger. He was followed by envoys from Zeus, Poseidon and Heracles. The Athenian demanded that Zeus give him his daughter to wed and transfer power over the world to the birds. He promised to hold a luxurious wedding feast. Heracles was shown in the comedy as a glutton who accepted anything as long as he got a good dinner, while Poseidon was a simple-minded weakling. The resourceful Athenian obtained the promise to wed Zeus' daughter.

- ? 1. How did the theatre arise in Greece? Who do you think was its founder? 2. What is the origin of tragedies and comedies? What is the difference between them? 3. What was the structure of the theatre building in ancient Greece? Draw a plan and designate its main parts by numbers. 4. Why was the theatre called a "school for adults" in Greece? What did it teach? *5. In what ways does the modern theatre differ from ancient Greek theatre? What has remained the same?

§ 40. ARCHITECTURE, SCULPTURE AND PAINTING IN ANCIENT GREECE IN THE 5th CENTURY BC

(Map 4)

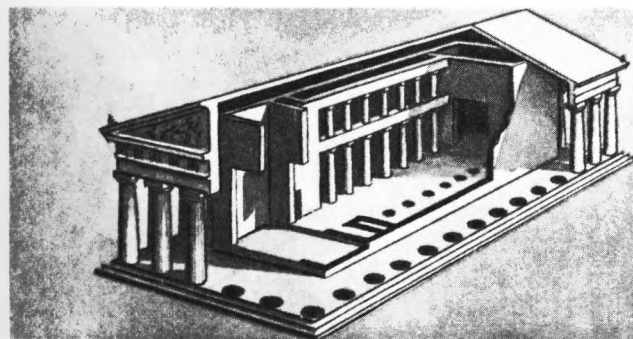
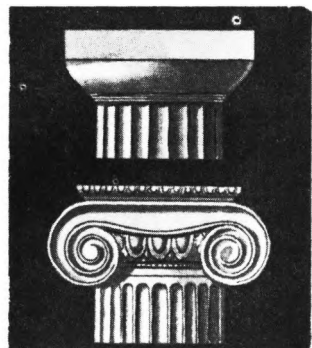
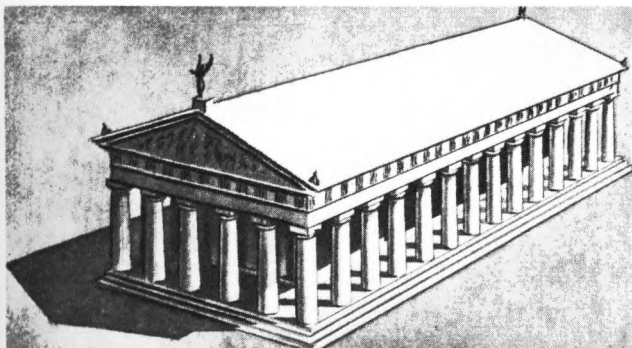
Recall who was glorified and commemorated in the sculptures in Egypt's temples and Assyria's palaces (§ 13; 3; § 17; 2).

1. The architecture of public buildings. The Greeks were very concerned with the beauty of public places: the agora, gymnasiums, and the theatres.

They usually gathered in the shade of the *porticos* to talk and rest. At first porticos were merely slanting roofs supported by wooden posts; then they began to make the columns of stone, often of marble. The porticos protected the people from the scorching southern sun but did not prevent the breeze from refreshing the assembled people.

The principal features of ancient Greek architecture were most fully realised in the building of the temples. The temple was the centre of public life in the city-state. It housed the treasury, and celebrations were staged nearby. The temple was built on a high foundation to distinguish it from the other buildings. The temple was rectangular in shape; the roof had two sloping surfaces. The surfaces and the cornice formed a triangle known as a *pediment*.

Porticos often surrounded the temple from all sides. If the Greeks wanted to make the temple look majestic and sweeping, they built tall columns which supported the porticos and looked as if they grew out of the stone floor. Such columns were called *Doric*. If the temple was to have a festive air, the thinner



1

1. Scale model of a Greek temple. Below is a cross section showing the interior. The dark spots and lines on the section show where the columns and walls stand. 2. The upper parts of columns. How are these columns called?



1. A man with a spear (by Polyclitus). 2. Athena's head (by Pheidias)

Ionic columns were built; on top they had graceful curls resembling twisted sheep's horns (see page 165 and col. photo X).

2. Greek sculpture. There were many statues and reliefs outside and inside the temples. Numerous statues also stood in the city's squares and other public places. Plutarch even said in jest that there were more statues in Athens than live people.

There were marble, bronze, and wooden statues. The marble statues were painted the colour of the human body, while bronze statues had their eyes made of colour stones. Wooden statues were plated with ivory which also made them look the colour of the human body.

The Greeks depicted their gods, heroes and contemporaries as handsome men and beautiful women with excellent physique and fine features. They did not seek to convey an image of a certain person: their aim was to show what the ideal man or woman should be like. Highly appreciating the beauty of the human body, they showed it naked or partly clothed.

In the 5th century BC the sculptors learned to depict the body in motion. They made statues of running or fighting people, of people throwing discus or

javelin. When one looks at the statue of *Discobolus* by *Myron* it seems that the athlete's tense body will straighten out and the powerful arm will send the discus to a long distance (see dr. 1 on page 159).

The sculptors sought to show not only the beauty of the human body but also a person's courage, serenity and readiness to perform a feat. In Homer's fighting heroes they glorified their contemporaries defending the country's independence. The sculptors represented citizens and rulers of Greek city-states in the majestic figures of Zeus and Poseidon.

The marble and bronze statues were expensive. Small cheaper figurines and clay vases served to decorate homes (see col. photo XI).

3. Painting on vases. The vases were of varied and graceful shapes. Many of the vases were real works of art. Artists painted scenes from contemporary life and myths and Homer's poems on the vases. In the 6th century BC figures were drawn in black lacquer on red clay. These vases are called the black-figure vases. In the 5th century the background was painted black while the natural red colour of clay was left for the figures. Such vases were called the red-figure vases (see col. photos XIII and XIV).

Hellenic art reached its highest point in the 5th century BC. Remarkable works of architecture, sculpture and painting were created in Greece itself and in many Greek colonies.

Athens was the main centre in the development of the arts. Attican vases were the best in Greece. Outstanding architects and sculptors worked in Athens. Pheidias headed the building on the Athenian acropolis. The acropolis with its buildings and statues is regarded as the summit of Greek art.

THE ATHENIAN ACROPOLIS

(Description of the acropolis in the 5th century BC)

The acropolis rises above the city. It is surrounded by stone walls remaining from the time when the acropolis served as a stronghold. A small temple dedicated to Athena-Niké, Athena as the goddess of victory, stands above the cliffs in front of the entrance to the acropolis on the right side. The building where the paintings are stored is on the left side. The entrance into the acropolis passes through majestic porticos with several rows of marble columns. Facing the entrance in the acropolis is an enormous statue of the goddess Athena cast in bronze by Pheidias. Sailors can see her golden helmet and spear tip while approaching Piraeus. The statue was built on money obtained from the booty captured in the battle of Marathon. On the right is the Parthenon, a majestic temple in honour of the goddess Athena, the city's patroness.

The Parthenon is built of white marble with a golden tinge. Porticos surround the temple from four sides. The outer wall of the building has reliefs going round showing



1



1. Athens. The acropolis today (photograph). 2. Athens. The acropolis in the 5th century BC (reconstruction). Read the description of the acropolis in the textbook and find the different monuments on the drawing and on the photograph

Temple portico in Athens' acropolis



2

Athenians celebrating a feast. The sculptured group on the Parthenon's western pediment depicts the dispute between Athena and Poseidon; according to a myth the god who would make the city the most valuable present was to become its patron. Poseidon struck a rock with his trident, and a spring gushed forth. Athena stuck her spear in the ground, and an olive tree grew on that place. Athena became the city's patroness. The myth shows how important the growing of olives was for the Athenians.

There are two halls inside the Parthenon. One of them has an 11-metre high statue of Athena by Pheidias. The statue's face, arms and legs are ivory-plated. The goddess's clothing is made of gold. (An idea of the statue is provided by ancient Greek marble copies which have come down to us; see dr. 2 on page 122.) The treasury of the Athenian state and of the sea alliance was in another hall of the Parthenon. Animals were sacrificed on holidays to the gods near the Parthenon.

A small, graceful temple in honour of Athena and Poseidon is to the left of the entrance to the acropolis. In one of its porticos statues of young girls support the roof instead of columns (see the drawing on page 168). An olive tree supposed to have been planted by Athena grows next to the temple.

The Greeks considered Athens the most beautiful city of their country. An ancient author said: "You're a fool if you haven't seen Athens! If you saw it and didn't admire it, you're an ass, and if you left Athens of your own will, you're a camel!"

The Athenian acropolis suffered great destructions. The paintings, statues by Pheidias and many other sculptors perished, the Parthenon and other buildings were almost totally ruined. The surviving statues are kept in museums.

However, even today the acropolis produces an indelible impression on all those who see it.

- ? 1. Referring to the illustrations and the text describe a Greek temple of the 5th century BC. 2. Whose statues were erected in Greece? Who were glorified by the sculptors in their statues of gods and mythical heroes? *3. What emotions and thoughts do you think the Greek temples and statues evoked in viewers? 4. What do we learn from the paintings on the vases? Say which drawings on vases date back to the 6th century BC and which to the 5th century BC. *5. Describe impressions of a traveller who visited Athens in the 5th century BC.

§ 41. SCIENCE IN ANCIENT GREECE

Recall the scientific knowledge existing in the countries of the ancient East.

1. The father of history. The glorious victories over the powerful Persian empire made a deep impression on the memory of the Greek people. The Greeks remembered the courage of their fellow countrymen with pride.

In the middle of the 5th century BC the Greek historian *Herodotus* wrote his *History* (a history of the Greco-Persian wars up to the battle of Plataea). Collecting material for his work he visited Egypt, Babylon, Phoenicia, the shores of the Black Sea, the Balkan Peninsula. He described what he saw himself and wrote down accounts by local inhabitants. Herodotus included many facts about the peoples taking part in the war, and not only about their life in the 5th century BC but also about their distant past. His book is one of the most important sources of our knowledge of the history of Greece and the countries of the East.

Herodotus' works were so highly valued even in ancient times that he was called the "father of history". (What account by Herodotus on the history of Egypt do you know?)

2. Development of scientific knowledge in Greece. Trips by Greek merchants and scholars to far-away countries enlarged the Greeks' knowledge of nature and of how people lived on earth. These trips promoted the exchange of knowledge between the peoples and the development of science.

In the 6th century BC the centre of scientific development was in Miletus and other towns in *Ionia*, a region situated on the western coast of Asia Minor. Ionia's scholars were well acquainted with the scientific knowledge of the Egyptians and the Babylonians and developed it further. Greek scholars did not merely collect and describe observations of nature but sought to find the causes of phenomena and explain the origin of the world. Some scholars maintained

that water was the beginning of all nature, others the ground, still others, the air, and, finally, fire. (In what way, do you think, the explanation of the origin of the world by the Greek scholars differed from explanations offered by religion?)

In the 5th century BC Athens became the centre of Greek science. The great Athenian scholar *Democritus* made a major contribution to the natural sciences. He advanced the hypothesis that the whole world was made up of the smallest particles, *atoms*.

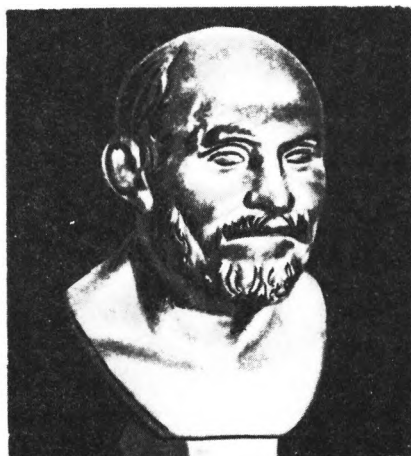
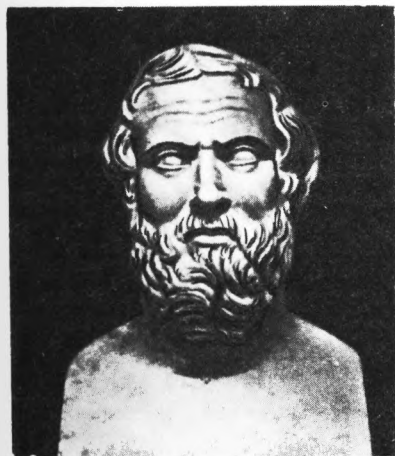
The development of science led to the rejection of the gods. Democritus insisted that man had no soul and that the belief in god arose as a result of man's fear and helplessness against the natural elements.

The famous scholar of the 4th century BC, Aristotle was distinguished by remarkable breadth of knowledge. He not only studied the works of the scholars of his time but also united individual bits of knowledge into sciences: *physics*, from the Greek word "nature", *botanics*, from the word "plant", *politics* from the word "state". Like other progressive scholars of the 4th century BC, Aristotle believed that the Earth was a sphere in the centre of the whole world, while the Sun and the stars revolved round it.

3. Persecution of progressive scientists. Many Greeks were hostile to the idea of rejecting the gods. A scholar who maintained that the Sun was a hot stone sphere was accused of being an atheist in Athens. His works were burned, while he himself managed to escape from Attica only with Pericles' help.

Democritus' teaching which destroyed the belief in the gods and the immortal human soul provoked the anger of many Greek slave-owners. One of them urged that Democritus' works be destroyed, and some of his followers, "be executed, others lashed and imprisoned, and still others be deprived of citizenship".

1. Herodotus. 2. Democritus (ancient Greek busts)



4. The main reasons for the flourishing of culture in Greece. *In the 5th-4th century BC Greek culture reached its brilliant summit. It was created by the Greek people.* As a result of the establishment of slave-owning democracy in Greece a considerable part of the free population took part in creating culture. It was not a chance occurrence that in the 5th century BC Athens became the centre of culture in Greece. Slave-owning democracy was established in Athens earlier than in the other city-states and was more fully developed. *But culture was created on the basis of the cruel oppression of the slaves who did the hardest work.* For the slaves Greece was a prison where their lot was exhausting work, physical punishment and humiliation.

5. The significance of ancient Greek culture. The Greek alphabet served as the basis for many alphabets (see map 12). Scientific knowledge made a major step forward in Greece. Many Greek words were adopted by the modern languages, for example: arithmetic, history and chronology. Many names are of Greek origin.

Greece was the founding country of the theatre. Works by Homer and other ancient Greek authors have been translated into nearly all the modern languages. The buildings and statues erected by the ancient Greeks served as models for architects and sculptors of later ages.

Competitions known as the Olympic games are held every four years. An enormous torch burns during the games. The fire is lighted in Olympia from the sunbeams and is delivered to the site of the games over the oceans and continents.

Ancient Greek culture had an immense influence on the development of culture throughout the world.

- ? 1. What promoted the development of culture in ancient Greece? 2. What scientific breakthroughs were made in Greece? Why did the development of science lead to the rejection of the gods? 3. Prove that Athens was the centre of culture in Greece in the 5th century BC. 4. Cite examples pointing to the significance of ancient Greek culture for mankind. *5. How did the popular masses take part in creating ancient Greek culture? Provide examples to proving your point.

THE RISE OF GRECO-MACEDONIAN STATES IN THE EASTERN MEDITERRANEAN

§ 42. THE DECLINE OF GREECE AND ITS SUBJECTION BY MACEDONIA IN THE 4th CENTURY BC

(Map 4)

Recall how the Spartan state arose and where it was situated (§ 32; 2); how the sea alliance emerged (§ 34; 5; § 36; 1).

1. Wars among the Greek city-states. Not only the Athenians but also the Spartans sought to gain ascendancy in Greece. In Pericles' lifetime rivalry between Athens and Sparta resulted in war. Almost all the city-states in Greece took part in the war which began in 431 BC: some on Athens' side, others on the side of Sparta. The war went on for almost 30 years and ended in the defeat for Athens. The sea alliance fell apart. The Long Walls were destroyed.

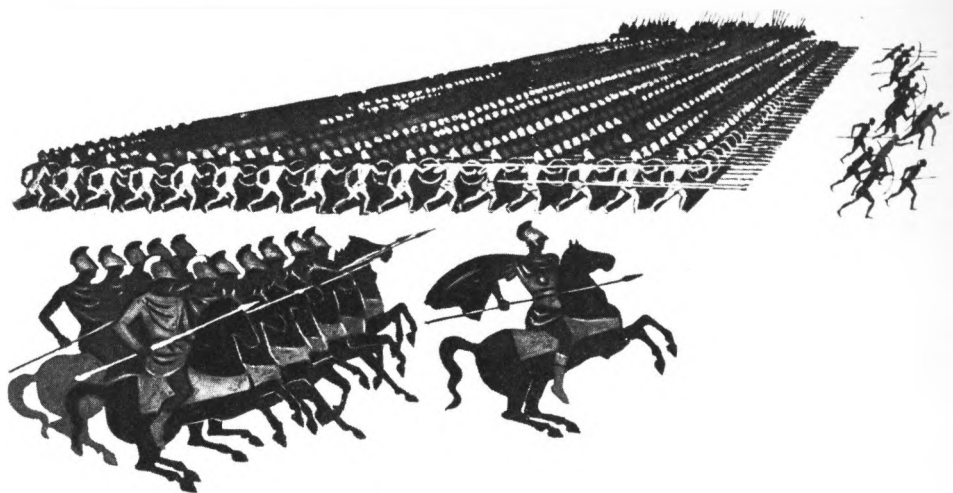
Wars among the Greek city-states occurred in the 4th century BC, too. Invading other lands the enemies chopped down gardens and vineyards, trampled on crops, burned cities and villages and turned prisoners into slaves.

The wars laid waste to Greece. Villages lay in ashes, burnt stumps stood in place of olive trees, and the fields were overgrown with weeds.

2. Peasants and craftsmen ruined. *Not only frequent wars but also the growth in the number of slaves ruined craftsmen and peasants.* It was very cheap to keep slaves. The owners of large workshops and estates where slaves worked could sell their products at lower prices than the peasants and craftsmen. For that reason craftsmen and peasants could hardly sell their products. The number of petty craftsmen was reduced, while that of large workshop-owners increased. The peasants were ruined; rich proprietors bought their land.

Many poor people were forced to serve in the army for pay. Markets appeared where one warrior or whole groups with commanders could be hired. Many Greek mercenaries even served in the army of the Persian king.

3. Aggravation of the class struggle. The hungry poor people increasingly came to hate the rich. The poor revolted in Corinth. They killed the rich in the streets and plundered their homes. The rich people attempted to



The Macedonian phalanx (drawing by an artist of our time). The warriors are lined up in 16 ranks. The warriors of the front rank have spears two metres long, the warriors of the sixth rank—nearly six-metre-long spears. In battle six rows of warriors could use their spears at the same time. Lightly armed warriors came in front of the phalanx. Cavalry was on the flanks. The Macedonian phalanx delivered a blow of tremendous force in attack but could fight only on level terrain

hide in the temples but the poor burst into them and killed several hundred people.

The rich people also hated the poor. Aristotle wrote that they gave the following oath: "I pledge to be an eternal enemy of the people and cause them as much harm as I can."

Many slave-owners were ready to accept the rule of any state which would protect their wealth and supremacy over the slaves and the poor. They pinned their hopes on the rising Macedonian kingdom.

4. The rise of Macedonia. *Macedonia* was situated on the Balkan Peninsula to northeast of Greece. Peasants formed a majority of Macedonia's population. The aristocrats held sway there almost refusing to recognise the power of the Macedonian kings.

In the middle of the 4th century BC king *Philip II* succeeded in strengthening his rule in Macedonia, thereby founding the *Macedonian monarchy*.¹

¹ *Monarchy* means rule by one person. That was how Aristotle called a state ruled by a *monarch* where power is passed down from father to son.



1



2



3

1. A coin of Philip II of Macedon.
2. Demosthenes (Greek statue of the 3rd century BC). 3. The statue of a lion on the site of the battle of Chaeroneia

Philip II organised a strong army. He recruited peasants as warriors in the infantry. The soldiers lined up for battle in a phalanx. The noble Macedonians served in the cavalry.

The Macedonian king began to sieze one weakened Greek city after another. Part of the Greek slave-owners gladly accepted his rule. Their wealth was dearer to them than their country's independence. Philip II often bribed some of the city dwellers who opened the gates to his troops. Jeering he would say that an ass laden with gold could capture any city.

5. Establishment of Macedonia's rule over Greece. The Athenian demos resisted the Macedonian king stubbornly. The famous orator *Demosthenes* headed the Athenians' struggle for independence. In passionate speeches he exposed Philip II as a conqueror and urged the Greeks to defend their freedom. Some of the city-states in Central Greece united to fight Macedonia.

In **338 BC** the decisive battle between the Greeks and the Macedonians occurred at *Chaeroneia*. Demosthenes fought in the ranks of the Athenians as a common warrior. The battle was long and cruel. At first the Athenians managed to push back Philip's troops. However, the Macedonian army was better armed and better disciplined, and finally it won.

Following the battle of Chaeroneia almost all of Greece was conquered by Macedonia. As contemporaries put it, "the Greeks' freedom was buried together with those who fell at Chaeroneia".

The ruining of the peasants and craftsmen, and the class struggle in Greece weakened the Greek city-states. Internecine wars between them, and the betrayal of the slave-owners resulted in Greece losing its independence.

FROM DEMOSTHENES' BIOGRAPHY

(By an ancient author)

Demosthenes had weak health and was frail, so he could not even attend school. Even at an advanced age he was mocked for being effeminate.

Demosthenes was passionately attracted to the art of speaking. By nature he burred and his breath was short. But he corrected one and the other shortcoming through persistent exercise. At first Demosthenes was shy and the loud cries of the crowd embarrassed him so much that he immediately stopped speaking. In order to overcome his weakness he went to the seashore and spoke during a strong wind and storm: growing accustomed to the noise of the sea he became used to the cries of the crowd.

Demosthenes did not sleep at night preparing his speeches in the light of an oil lamp. He drank only water to retain more vigour. He had a bad habit of jerking his shoulder while giving a speech. Demosthenes hung a sword to the ceiling and rehearsed his speeches standing with the sword exactly above his shoulder: the fear of wounding himself prevented him from jerking his shoulder.

- ?
1. Why were many peasants and craftsmen ruined in Greece? Point out at least two reasons.
 2. What did the Greeks call a monarchy? Which states of the ancient world you know may be called monarchies and which may not?
 3. Why did Macedonia succeed in subjugating Greece?
 4. How many years ago did the battle of Chaeroneia take place? How many years lapsed from the battle of Salamis and to the battle of Chaeroneia?
 - *5. What is Demosthenes famous for?

§ 43. THE RISE AND FALL OF THE EMPIRE OF ALEXANDER THE GREAT

(Maps 6 and 7)

Recall why the Persian kingdom suffered defeat in the war against Greece (§ 34).

1. Preparations for an expedition to the East. Having conquered Greece, Philip II began to prepare for an expedition against Persia. The Macedonian and Greek slave-owners sought to seize fertile lands and numerous slaves there and gain possession of the Persian kings' immense treasures. The poor Greeks also joined Philip's army. Pay for serving in the army was the only means of livelihood for them and their families.

During preparation for the expedition Philip II was killed by *conspirators*; the *conspiracy* was probably organised by the Persians. The son of Philip II, Alexander, came to the *throne*. He was an energetic and bold young man but

cruel and subject to fits of anger. He had brilliant abilities and received an excellent education; his teacher was Aristotle.

2. Conquest of the Eastern Mediterranean. In **334 BC** the army commanded by *Alexander of Macedon* (or *Alexander the Great* as he is usually known) invaded Asia Minor. The Macedonians defeated the Persians in two battles; then they went south along the shore of the Mediterranean Sea (see an ancient picture of the battle on col. photo XV).

Alexander annihilated the population resisting him without mercy or turned people into slaves. Having captured the city of Tyre he ordered 8,000 people killed and 30,000 sold as slaves.

However, most of the Phoenician cities wanted to be freed of Persian oppression and acknowledged Alexander's rule. He also occupied Egypt without battle; the Egyptian priests proclaimed him a god.

3. The fall of the Persian kingdom. From Egypt Alexander of Macedon moved with his army into Mesopotamia. The Persian king *Darius III* gathered a large army. His army had elephants and chariots. There were sharp scythes attached to the chariots to mow down the enemy in battle. But the army of Darius III had many warriors recruited from the peoples subjugated by the Persians; they did not want to fight for the Persian king.

The two armies met on a wide plain near *Gaugamela* on the banks of the Tigris (see dr. 2 on page 178). Darius III sent the chariots into attack. The Macedonian archers killed most of the charioteers, the warriors split their ranks and let through the furiously riding chariots.

Alexander with the cavalry fought his way to the centre of the Persian army where king Darius was. Simultaneously the phalanx bore down on the Persians. Siezed by fear Darius fled among the first. His whole army followed him. Soon Darius was killed by his own retinue.

The enormous Persian kingdom proved to be a colossus on clay feet. It fell at the first serious blows by the enemy.

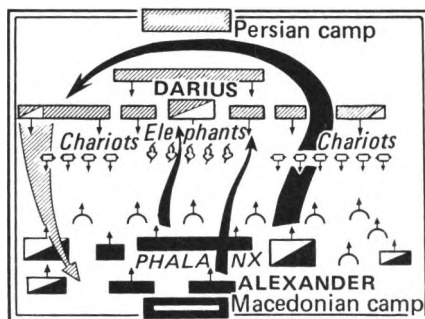
4. Wars in Central Asia and India. Individual countries, formerly part of the Persian kingdom, continued to resist the Macedonians. The population of Central Asia resisted particularly strongly. Alexander succeeded in subjecting only a small part of Central Asia after three years of war and the annihilation of thousands of people.

From Central Asia Alexander invaded India with his troops. However, the strength of his army was sapped by the long and difficult expeditions, and the Indians fought the conquerors with great courage. Alexander failed in his attempts to persuade his warriors to continue the expedition. He dreamed of conquering the world, but they refused to follow him. In **325 BC** Alexander was forced to turn back.

5. Alexander's empire and its disintegration. An enormous *empire* arose as a result of the Macedonian conquests. It stretched from the Balkan Peninsula to the Indus River. Alexander did not return to Macedonia but remained in Babylon making it his capital. Imitating the Persian kings Alexander



1



Persian troops

- infantry
- cavalry
- The main Persian attack

Macedonian troops

- heavy infantry
- light infantry
- cavalry
- Macedonian attacks

2



3

1. The head of a statue of Alexander the Great. 2. The battle of Gaugamela. 3. Hand-to-hand fighting between Greeks and Persians (relief on a marble sarcophagus)

surrounded himself with dazzling luxury and demanded that even the nobles bow low before him.

In 323 BC Alexander died of fever. His body had not been buried yet when struggle for power broke out among his generals. Alexander's empire fell apart into several kingdoms. There were three main kingdoms: the *Macedonian*, *Egyptian* and *Syrian*. Alexander's generals became kings.

The peoples of Egypt and Asia Minor came under the oppression of the Macedonian and Greek slave-owners.

FROM THE BIOGRAPHY OF ALEXANDER THE GREAT

Many stories about Alexander of Macedon come down to us. Many of them collected form part of Alexander's biography compiled by Plutarch.

The young Alexander got sore at hearing about the victories of Philip II. He said: "Father will seize everything, and I won't be able to do anything great or brilliant."

A very complicated knot, known as the Gordian knot, was tied on a chariot in the town of Gordium. It was said that the one who would be able to untie it would be the ruler of Asia. Many a person had tried to untie it but failed. Alexander also failed to undo the knot. Then, pulling out his sword he cut the knot. This is the origin of the expression "to cut the Gordian knot"; it means to deal decisively with a complicated matter.

During a march across the desert the Macedonians suffered from thirst. Some

water was procured for the king. Alexander refused to drink it and said: "If I were to drink this water alone my companions would lose their vigour."

There was a precious casket among the booty captured in Persia. Alexander's friends advised him to keep the most precious thing he had in it. Then Alexander said he would keep *The Iliad* in it.

Suspecting two of his closest followers of betrayal Alexander ordered one of them tortured and then executed. The king himself watched the torturing. He also ordered the other suspected man killed, although he had been Philip's assistant and friend.

- ?
1. Why did the Greeks take part in Alexander of Macedon's expedition against Persia?
 2. Find on map 6 the countries you know through which the Macedonian army advanced.
 3. Why did the Persian kingdom fail to repulse the Macedonian attack?
 4. What states arose in the 4th-3rd century BC in the Eastern Mediterranean? In what way did they differ from the Greek states of the 5th century BC?
 5. How long was the expedition of the Macedonian army? How many years lapsed from the battle of Chaeroneia to the beginning of the expedition by the Macedonian army to the East?
 - *6. Describe Alexander the Great.

§ 44. THE ECONOMY AND CULTURE IN THE EASTERN MEDITERRANEAN AT THE END OF THE 4th-2nd CENTURY BC

(Map 7)

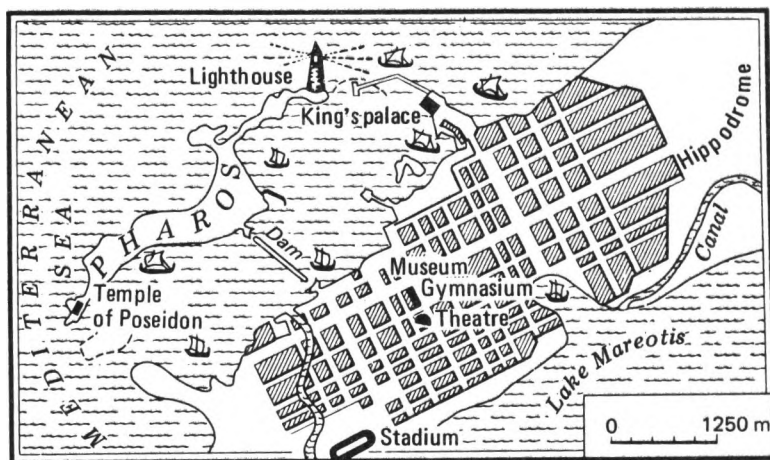
Recall the contribution to science made by Greek scholars in the 5th-4th century BC (§ 41; 1, 2).

1. Development of the slave-owning economy in Asia Minor and Egypt after the Macedonian conquests. Macedonian and Greek warriors seized fertile lands in the East and exploited peasants and slaves. Greek and Macedonian craftsmen and merchants followed the army into Asia Minor and Egypt. They seized trade and founded large workshops and shipyards.

The old cities grew larger and many new ones arose in the countries of the East. There was a particular growth of the cities situated on the sea-shores where sea lanes crossed with the caravan routes from the hinterland of the continent. The Greeks built large ships which sailed high seas and carried hundreds of tons of cargo; such ships were propelled by several hundred slave oarsmen.

There were slave markets in almost every city. The number of slaves increased considerably in the *Eastern Mediterranean*. The class of slave-owners consisted mostly of Greeks and Macedonians. Slave-owners from the local people copied the Greeks and learned their language and adopted their customs. The word *Hellene* here came to mean *slave-owner*.

2. Egyptian Alexandria. Founded by Alexander the Great in the delta of the Nile *Alexandria* became the largest city in the world and the capital of the Egyptian kingdom in the 3rd century BC. Grain and papyrus were brought



1. Plan of the city of Alexandria in Egypt.

by the Nile from Egypt, gold and ivory came from Nubia. A canal was dug between the Nile and the Red Sea. Caravan routes led from Alexandria to the Persian Gulf and further to India. Many different languages could be heard in the busy marketplaces of Alexandria.

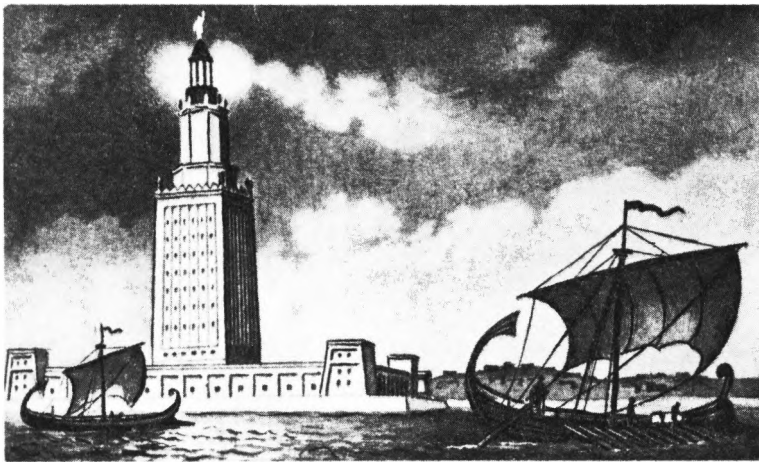
A 120-metre-high *lighthouse* was built on an island in front of the city. It showed the entrance into the port for ships at night. There were straight paved streets in Alexandria, shady parks, a theatre, luxurious royal palaces, gymnasiums and the famous *Museum* from the word “muse” (recall who the muses were in Greece; § 29; 2). The Museum had an observatory for observing the stars and an enormous library.

3. Development of science in the 3rd-2nd century BC. Scientific works from Greece and the countries of the East were collected in the libraries of Alexandria and other cities of the Eastern Mediterranean. There were about 700 manuscripts on papyrus and parchment in the Alexandrian library. *Parchment* is carefully prepared calf and lamb skin. Its making was centred in the city of *Pergamum* in Asia Minor. Parchment is durable and convenient, but very expensive. It took a whole herd of calves to make one big book.

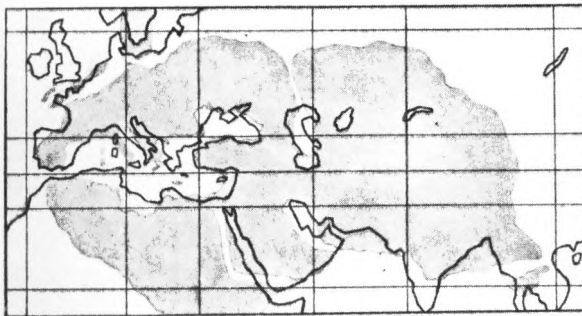
Many scholars studied manuscripts in the quiet of the library. The combining of scientific knowledge of the East and West contributed to the further development of science, particularly mathematics, natural science and astronomy. In the 3rd-2nd century BC science in the Eastern Mediterranean reached the peak in its development in the ancient world.

The eminent mathematician *Euclid* worked in Alexandria in the 3rd century BC. His contribution to geometry retains its significance even today.

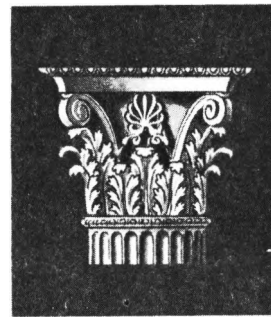
Alexandria’s astronomers determined the size of the globe with a great degree



2



3



4

2. Lighthouse in Alexandria (reconstruction). It was regarded as one of the wonders of the world. Its light could be seen from a distance of more than 100 kilometres. The lighthouse was destroyed by an earthquake. The picture was made after ancient drawings. 3. A map of the 3rd century BC compiled in Alexandria. The grey colour shows the outlines of the continents as the Greeks imagined them. The black lines show the actual shores. 4. The upper part of a Corinthian column. It resembles a thick bush with large patterned leaves. *Compare it with Doric and Ionic columns* (see drawing 2 on page 165)

of precision. One Greek scholar suggested that the Earth revolved round its axis and round the Sun. However, he was unable to prove it. Other scholars made fun of him and the great discovery was forgotten for a long time.

4. The arts in Greece and the Eastern Mediterranean in 300-200 BC. Following the Macedonian conquest of Asia Minor and Egypt Greek architects began to build temples to the Olympian gods, theatres and palaces there. The simple Doric columns were no longer suitable for the luxurious royal palaces. Columns known as *Corinthian* were widespread in 400-300 BC (see dr. 4 above).



1. Statue of the goddess Niké (3rd century BC). 2. An old man (1st century BC). 3. Part of a relief in Pergamum depicting a battle between the gods and giants. Zeus is shown overcoming giants

Greek sculptors created a number of outstanding works of art in 300-200 BC. One of these works is the statue of the goddess of victory, *Niké*. The sculptor succeeded in conveying the sweeping movement of the winged goddess in the wind and the fluttering of her clothes.

A new element in Greek sculpture was the desire to reproduce the exact appearance of a person and show his or her inner state. Demosthenes' statue is a true portrait of the great orator. He is depicted as an old frail person. His troubled features express profound concern for his country (see page 175).

Pergamum was one of the newly arisen centres of Greek art. It was there that the famous relief showing the battle between the Olympian gods and the *giants*¹ was created. The relief is about 130 metres long and the figures are about 3 metres tall. Although the relief was damaged considerably it still conveys the cruel battle with immense expression: the tense strong bodies of the fighting opponents and the faces of the defeated foes distorted by suffering.

¹ *Giants*—mythical creatures of enormous height and strength.



The Macedonian conquests in the East contributed to the development of the economy and culture in the Eastern Mediterranean. However, for local people the Macedonian and Greek conquerors were the hated aliens. The states that arose as a result of the conquests were unstable. The frequent wars between them weakened them further. That was why these states were unable to resist the powerful conquerors, the Romans who invaded them from the west.

- ? 1. What changes occurred in the economy of the Eastern Mediterranean as a result of the Macedonian conquests? 2. Describe Alexandria referring to the text, the plan of the city and the textbook's illustrations. What did Alexandria have in common with the Greek cities and the cities of the ancient East, and what was new? 3. What famous library in the ancient East do you know? Compare it with the Alexandrian library (§ 17; 3). What conclusion about the development of culture can be drawn from this comparison? 4. How did the Greek art of the 3rd-2nd century BC differ from the art of Greece in the 5th century BC? Which do you like better? Why?

CHECK YOUR KNOWLEDGE OF THE HISTORY OF ANCIENT GREECE

Greece was populated in the distant past. Major changes occurred in the settlement of the Greeks at the end of the 2nd millennium BC.

What migrations of Greek tribes occurred at the end of the 2nd millennium BC? Show where the Greeks lived at the beginning of the 1st millennium BC on Map 5. What caused a decline in Greek culture at the time and how was it manifested?

The transition from the primitive communal system to the slave-owning system occurred in Greece in the 11th-9th century BC.

What remained in Greece from the primitive communal system in the Age of Homer and what pointed to the emergence of the slave-owning society? Provide examples to prove your point. What was the main reason for the Greeks' transition to the slave-owning system? How would you explain the fact that this transition occurred in Greece later than in Egypt and Mesopotamia?

The establishment of the slave-owning system and the rise of the state occurred in Greece in the 8th-6th century BC.

What states arose in Greece in the 8th-6th century BC? Show their territory on the map. Why did they arise? What successes did the demos achieve in the struggle against the aristocrats in the 6th century BC?

Many Greeks left their country in the 8th-6th century BC and settled in new places.

Explain why and show on the map where Greek colonies emerged in the 8th-6th centuries BC. Point out at least three reasons for the founding of colonies. What was their significance for Greece and for the countries where the colonies arose?

The slave-owning system further developed in Greece in the 5th century BC.

How did the slave-owning system develop in Greece in the 5th century BC? What was the significance of the Greco-Persian war for the development of the slave-owning system? What struggle was waged by the slaves against the slave-owners?

Slave-owning democracy reached its summit in the 5th century BC.

How did the demos achieve power in Athens? Explain why democracy in ancient Greece was called slave-owning?

The 5th century BC was the age of the flourishing of Hellenic culture.

Choose 3-4 illustrations showing the flourishing of Greek art in the 5th century BC. What new elements did the Greeks introduce into science? How was the development of Greek culture linked to slave-owning and slave-owning democracy? Why did Athens become the centre of Hellenic culture in the 5th century BC?

The Greek city-states were on the decline and lost their independence in the 4th century BC.

What were the causes of the weakening of Greece at the end of the 5th-4th century BC? Why did the Greeks defeat the Persians but were subjugated by Macedonia? Prove your point.

The Greco-Macedonian monarchies arose at the end of the 4th century BC in the Eastern Mediterranean as a result of the Macedonian conquests.

What two battles of the 4th century BC are described in the textbook? What was the significance of each of them? Show the largest Greco-Macedonian kingdoms which arose at the end of the 4th century BC-beginning of the 3rd century BC on the map. Describe how they arose.

Greek culture spread far east. The drawing closer of Greek culture and the culture of Egypt and Asia Minor contributed to the further development of science and the new flourishing of the art.

Show the centres of culture in the 3rd-2nd century BC in the Eastern Mediterranean which you know. How did science develop in the 3rd-2nd century BC? In what way did art of the Eastern Mediterranean in the 3rd-2nd century BC differ from Greek art in the 5th-4th centuries BC? What similarities do you see? Which do you like better and why?

Draw your own conclusion: was the transition from the primitive communal system to slave-owning society a step forward? Prove that your opinion is correct.









Finish compiling the table "Basic Periods in the History of Greece in the 11th-2nd Century BC".

BASIC PERIODS IN THE HISTORY OF GREECE IN THE 11th-2nd CENTURY BC

Periods in the history of Greece (centuries)	What changes occurred in the Greeks' settlement pattern during the period	What changes occurred in the system under which the Greeks lived	What changes occurred in Greek government
11th-9th century BC	The Dorian invasion of the Balkan Peninsula; the Greeks settle in the islands and on the eastern coast of the Aegean Sea	The gradual transition from the primitive communal to the slave-owning system	The growing power of the chieftains and other noble people over the tribes

* Whom do you regard as the most outstanding person in the history of ancient Greece and why?

**Chronological Table to the History
of Ancient Greece from the 13th
to the 2nd Century BC**

Basic periods in the history of Greece	Century BC	Chief events and dates	
The falling apart of the clans and the emergence of classes	XIII	About 1200 BC. The Trojan War	
	XII		
	XI	The end of the 2nd millennium BC. Invasion of the Dorian tribes	
	X		
	IX		
Establishment of the slave-owning system and the emergence of the city-states	VIII	776 BC. Beginning of the Olympic games	
	VII		
	VI	594 BC. Solon's reforms in Athens	
The Greco-Persian wars and the peak of Athens' domination	V	490 BC. The battle of Marathon 480 BC. Xerxes' invasion 443 BC. The beginning of Pericles' rule	 
	IV	338 BC The battle of Chaeroneia 334-325 BC. Eastern expeditions of the Macedonian army	 
Decline of the city- states and the emergence of Greco- Macedonian monarchies	III		
	II		
	I	Mid-2nd century BC. Rome conquers Macedonia and Greece	

ANCIENT ROME

THE EMERGENCE OF THE ROMAN REPUBLIC AND ITS CONQUEST OF ITALY

§ 45. THE EARLIEST ROME AND THE ESTABLISHMENT OF A REPUBLIC IN IT

(Map 8)

Recall where the Greek colonies arose west of Greece; when did they arise? (§ 33, map 5).

1. The nature of the Apennine Peninsula. Another large peninsula, the *Apennine Peninsula*, is situated to the west of the Balkan Peninsula.

A mountain range, the *Apennines*, stretches along the entire peninsula. These mountains are lower than the rocky mountains of Greece. Coastal lowlands lie between the mountains and the sea.

The high *Alps* protect the peninsula from northern winds. The climate is warm on the peninsula, and there is more rain than in Greece. The soils along and shores and in the mountain valleys are very fertile. There are many pastures with tall and thick growing grass on the mountain slopes. Accustomed to the poor meadows of their country the ancient Greeks were surprised by the rich foliage on the Apennine Peninsula and the abundance of cattle. They called the southern part of the peninsula the "calf country"—*Italy*. Later the name was extended to the entire peninsula.

Bays convenient for ships to ride at anchor are found on the western and southern coasts of the peninsula. There are few islands in the seas surrounding it.

The island of *Sicily* almost touches the southern tip of the peninsula. The climate in Sicily is warmer, the foliage richer than on the Apennine Peninsula.

2. The origin of the city of Rome. The patricians. The *Tiber River* flows in the central part of the Apennine Peninsula. It takes its source in the mountains; descending from the mountains it flows to the sea on a plain. Hills rise in the plain. In ancient times the plain was swampy, and the hills were overgrown by deciduous forests.

The tribe of *Latins* lived on the plain. A small settlement, *Rome*, arose 25 kilometres from the mouth of the Tiber River on the hills on the left bank of the river. According to a legend it was founded in the middle of the 8th century BC.

A bird's eye view of ancient Rome (reconstruction). Compare the drawing with the plan on colour map 8 and find the places shown on the plan and described on pages 190-192 on this drawing



The descendants of Rome's earliest inhabitants were called *patricians*.¹ They formed a community which owned the land and the pastures. Every patrician *family* received a plot from the common field and grazed its cattle on the common pasture.

Usually the patricians themselves worked on the field and at home. Slaves laboured together with their masters, but there were few of them. The slaves were considered members of the family and often ate at the same table with their owners.

The patricians' houses were simple and unassuming. A pool of water was in the centre of the only room. There was a square hole in the ceiling through which the rain water ran into the pool. The same hole served to illuminate the house.

The patrician elders formed the council of elders, or the *senate* in Latin. Rome was ruled by the king and senate.

3. Rome's growth in the first centuries of its existence. The plebeians.

Rome was very advantageously situated. Fertile lands surrounded the city. There was a convenient harbour in the mouth of the Tiber; a road passed from it through Rome deep into Italy. Merchants and craftsmen began to settle in Rome. Subjecting the neighbouring towns the Romans resettled part of their inhabitants to Rome. The population of the city grew rapidly.

¹ This word comes from the Latin word *pater*—"father"; the patricians were proud of the fact that their fathers were the founders of the city.

Rome was situated on seven hills. A fortress was built on the steep *Capitoline Hill*. The inhabitants of the surrounding lands hid behind its walls in case of an enemy attack. The Romans drained the swamp between hills and made a marketplace on it, called *forum* in Latin. Crooked and unpaved narrow streets ran from the forum in different directions. Adobe and wooden thatched and tiled houses stood along the streets. Copper-smiths, shoemakers and other craftsmen worked right in the forum and in the streets.

The people who came to Rome from other places and their descendants were called the *plebeians*. There were many poor people among them, but some were rich. The plebeians paid taxes, served in the army but did not receive land from the common field. The plebeians who failed to pay their debts in due time were turned into slaves.

4. Establishment of the republic. As the legend has it there was a very cruel king at the end of the 6th century BC in Rome. In **509 BC** the Romans drove him out of Rome and abolished the king's power.

The popular assembly began to elect two rulers, called *consuls*, from among the patricians every year. The consuls ruled Rome for one year, they also were the judges and commanded the troops in wartime. They were helped by other officials who were also elected by the popular assembly for the term of one year from among the patricians. After the end of the year the highest officials became members of the senate, the *senators*.

The senate had immense powers. In peacetime the consuls were to seek its advice on all matters. The senate disposed of the treasury and settled all questions of war and peace. It presented ready decisions to the popular assembly which almost always accepted them.

The patricians called their rule the popular cause, **republic**¹ in Latin. But the plebeians were still deprived of rights after the republic was established. They demanded an improvement in their position.

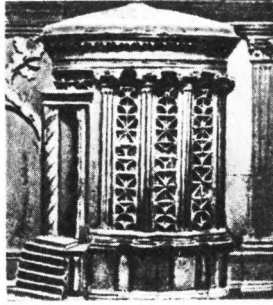
THE LEGEND OF THE FOUNDING OF ROME

According to a legend the king of a Latin town ordered the newly born sons of his niece—Romulus and Remus—to be thrown in the Tiber. He was afraid that when the children grew up they would deprive him of his throne. It was floodtime on the Tiber and the basket with the boys thrown into the water caught onto a tree branch. The children were saved. A she-wolf fed them with its milk, and then they were found by a shepherd who brought them up. The brothers grew up strong and brave warriors. They started an uprising against the king and killed him. Romulus and Remus decided to found a city but quarrelled over the site of the city and who would rule in it. Romulus killed Remus in the quarrel. He founded the city near the place where the shepherd found the boys and called the city Rome.

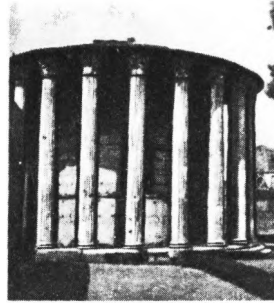
¹ *Republic*—a state ruled by the people elected for a definite term.



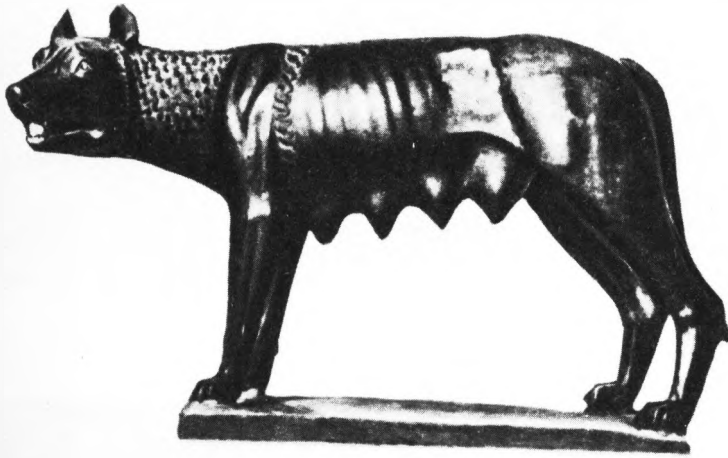
1



2



3



4

1. A Roman hut (ancient model used for keeping a dead person's ashes). 2. A temple which was on the forum. 3. The temple in Rome at the present time (photograph). 4. The Capitoline she-wolf (statue of the 6th century BC)

The Romans counted the years from the legendary date of the founding of their city-753 BC. A statue of a she-wolf was put up on the Capitoline Hill and it is now exhibited in a museum.

THE GAULS IN ROME

(An account by a Roman historian)

In the early 4th century BC the warlike tribes of Gauls settled in North Italy and advanced towards Rome. Tall, with bushy long hair, armed with long swords and enormous shields, the Gauls by their sheer appearance terrified the people. They dispersed the Roman troops in a swift onslaught. Having captured Rome they plundered and burned the city.

Part of the Romans hid in the impregnable fortress on the Capitoline Hill and repulsed a Gaul attack. At night, in dead silence, the Gauls climbed up the Capitoline Hill. They were not noticed by the guards and the watch dogs. Only the geese on the Capitoline Hill heard them and woke the Roman warriors by loudly honking. The Romans appeared in time to repulse the enemy. Such is the origin of the saying "Geese saved Rome".

The Gauls promised to leave the city for a ransom—more than 300 kilogrammes of gold. When the gold was weighed the chief of the Gauls threw heavy sword on the scales. To the protests of the Romans he said: "Woe to the defeated."

The Romans rapidly rebuilt their city and surrounded it with a fortress wall; its remains have come down to this day.

- ? 1. How does Italy's nature differ from the nature of Greece? What activities of the population were the natural conditions favourable for in ancient times? 2. How did the division of Romans into patricians and plebeians come about? What was the difference between the position of plebeians and patricians? 3. What state is called a republic? How does a republic differ from a monarchy? What other ancient state you know was a republic? Prove your point. 4. What century (and which half of the century) does the year of the establishment of the republic in Rome belong to? What was earlier: the establishment of the republic in Rome or Solon's reforms in Greece? How much earlier? *5. Describe Rome in the first centuries of its existence.

§ 46. THE ROMAN ARISTOCRATIC REPUBLIC IN THE MIDDLE OF THE 3rd CENTURY BC

(Map 8)

Recall who the aristocrats were in Greece (§ 30-31; 5).

1. The struggle between the plebeians and the patricians. In the 5th century BC the plebeians won the right to elect their representatives—*people's tribunes*. The tribune could veto any order issued by the consuls and the senate regarding the plebeians. *Veto* in Latin means "I prohibit". The doors in a tribune's house were open day and night so a plebeian could seek assistance from him at any time. Murder of a tribune was regarded as the gravest crime.

The people's tribunes became the plebeians' leaders in their further struggle to improve their position. Tribunes proposed laws favouring the plebeians. In order to force the patricians to adopt these laws the plebeians refused to serve in the army and pay taxes and threatened to leave Rome altogether. There were even armed clashes. Fearing that the army would be weakened, the Roman treasury emptied and that the people would revolt, the patricians were forced to make one concession after another to the plebeians. The plebeians won the right to occupy the post of consul and of other officials and received land on the common field. It was prohibited to turn Roman citizens into slaves for debts. *The 200-year-long struggle between the plebeians and the patricians ended in victory for the plebeians; by the beginning of the 3rd century BC they became full-fledged citizens of Rome.*



Col. photo I. The scribe (Egyptian painted statue of an official; 3rd millennium BC). The scribe is ready to write down his superior's order

Col. photo III. Golden sarcophagus of Pharaoh Tutankhamon (2nd millennium BC). The Pharaoh is shown with a rod and whip in his hands, and a serpent on his forehead—symbols of royal power

Col. photo II. Head of Egyptian queen Nefertiti in royal headgear (painted limestone; 2nd millennium BC)

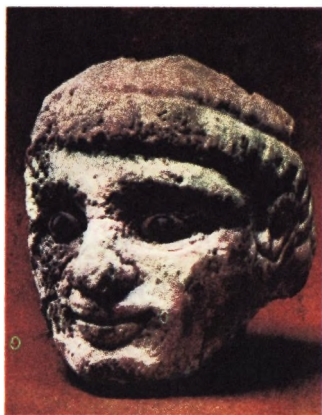


Col. photo IV. The Pharaoh with the gods
(picture on a wall; 2nd millennium BC). The
god Horus is on the left and the god Tot on
the right



Col. photo V. A wall in the
palace of the Assyrian king
(reconstruction with the use of
original reliefs showing fantastic
creatures; late 2nd millennium
BC)

Col. photo VI. The head of a woman with eyes of coloured stone (limestone, Southern Mesopotamia; middle of the 3rd millennium BC)



Col. photo VII. Bronze head of a bull with eyes of coloured stone (limestone, Southern Mesopotamia; middle of the 3rd millennium BC)

Col. photo VIII. The Gate of Ishtar in Babylon (reconstruction; 6th century BC). The walls are covered with blue and orange tiles, baked clay with a shiny surface. There are pictures of animals, often fantastic ones, on the walls. *Find the Gate of Ishtar on the city plan (page 71)*



Col. photo IX. Persian warriors (tile relief from the place of the King of Persia; early 5th century BC)

Col. photo X. The Treasury of the Athenians in the city of Delphi. The Temple of Apollo was in Delphi. Apollo was worshipped throughout Greece





Col. photo XI. Greek statue of a girl (painted clay; 4th century BC). In his work the sculptor sought to convey the girl's elegance and modesty



Col. photo XII. Golden Greek pitcher in the form of a woman's head (late 4th-early 3rd century BC). Found on the territory of modern Bulgaria



Col. photo XIII. Black-figure vase (6th century BC). The vase shows Heracles fighting a giant who has three bodies and three heads. The giant's servant lies on the ground wounded by Heracles' arrow



Col. photo XIV. Red-figure vase (5th century BC). The vase shows a warrior taking leave of his family



Col. photo XVII. A Roman woman (fresco from Pompeii)



Col. photo XV. A battle between Macedonian and Persian troops near the town of Issus (part of a picture from the city of Pompeii). Alexander the Great is on the left and Darius III ready to flee is on the right

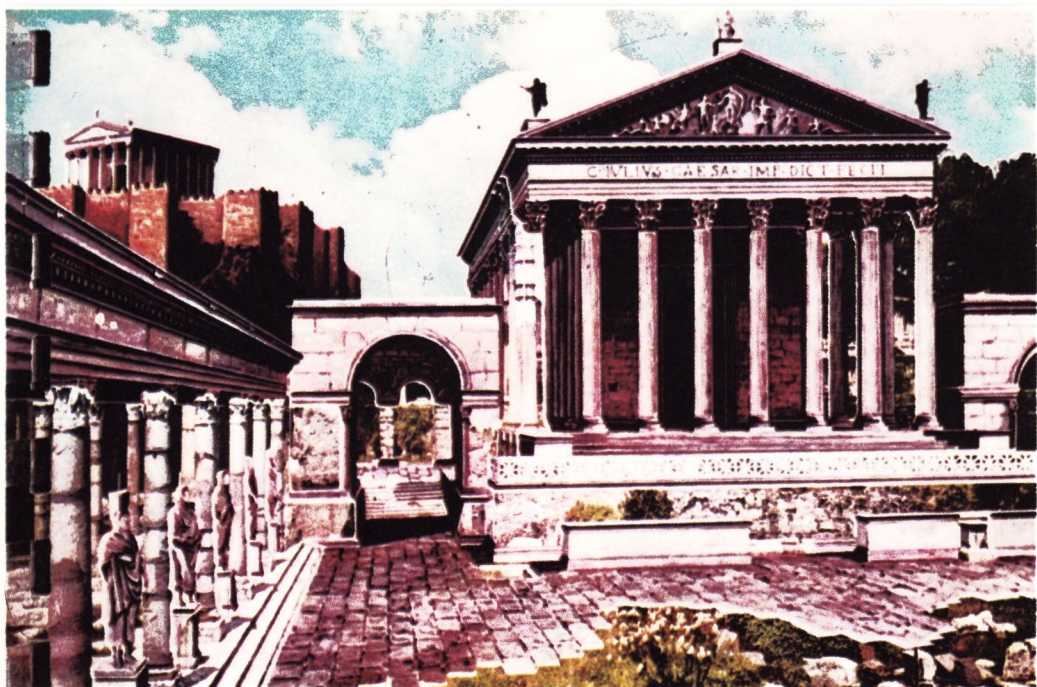
Col. photo XVI. The interior of a house in the city of Pompeii. The house has a swimming pool and a garden; remains of frescoes are on the walls. A fresco is a painting on fresh plaster. Dishes, furniture, and pictures on the walls were preserved inside the houses in Pompeii. More than 100 receipts from people who borrowed money from a rich money-lender were found in his trunk. Bodies of people and animals turned to dust but empty spaces formed in the hardened ashes. Filling these spaces with plaster archaeologists obtained exact replicas of the bodies and objects which had turned to dust. A traveller visiting Pompeii sees the city of the 1st century as if it were just abandoned by its inhabitants





Col. photo XVIII. Portrait of a Roman woman (fresco from Pompeii)





Col. photo XIX-XX. Part of the Roman Forum: 1) ruins of the forum at the present time (photograph). A modern building rises in the background on the left; 2) reconstruction of the same part of the forum. The Capitulum is in the background on the left



Col. dr. 1. A herd of the primeval human beings. Find in the textbook the material sources on the basis of which primeval man's appearance was restored and his implements of labour were depicted



Col. dr. 2. Hunting wild horses. *Why couldn't the hunters procure food and clothes were they to live alone?*



Col. dr. 3. A cave of the clan community. *What can you say about the activities of the cave inhabitants? How is work divided between men and women?*



Col. dr. 4.
The
primeval
artist



Col. dr. 5. The valley of the Nile River in ancient times. On the right: peasant families tilling their plots of land. Some peasants are harvesting grain, others are ploughing and sowing to obtain a second harvest in the same year; water is being raised for the fields by means of a shadoof. On the left is a slave-owner's estate

Col. dr. 6. Collecting taxes in ancient Egypt. *Look at the original ancient Egyptian pictures and read the ancient Egyptian descriptions given in the textbook and then determine who is shown in this illustration*



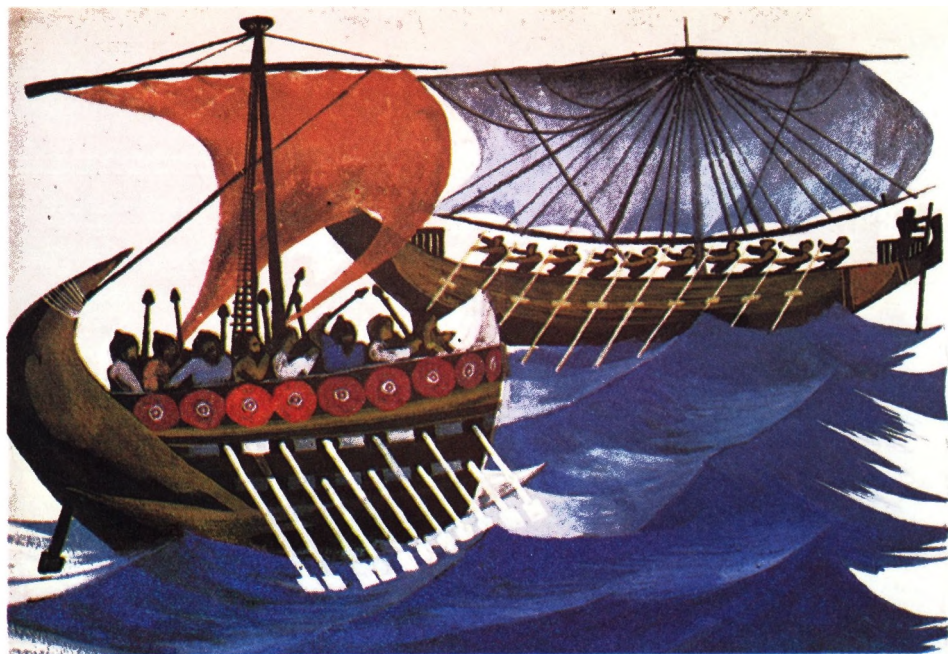


Col. dr. 7. Ancient Egyptian stone quarries. Small apertures were hewn in rocks, then wooden wedges driven into the apertures and water poured on them. The wood swelled and large blocks split off the rock. They were carefully chiselled by copper tools. Using ropes dozens of people pulled the blocks to the Nile to be delivered to the building site. The hardest work in the quarries was done by slaves and criminals



Col. dr. 8. The return of the Assyrian troops. The walls of the Assyrian king's palace are in the background. The temple tower rises on the left. The king on a chariot attended by his warriors is in the forefront. A file of prisoners, and camels and asses laden with booty are being driven past the palace





Col. dr. 9. A Phoenician warship attacking a merchant vessel



Col. dr. 10. The uprising of the Yellow Headbands in China. The insurgents attacked a lord travelling in a carriage and guarded by warriors. A cart is in the foreground. The hieroglyphs written on the cart mean "new age"—the code words calling for insurrection. The insurgents lay in ambush behind the cart and the tree. In the background lies a village and the landlord's estate in flames



Col. dr. 11. The battle of Marathon. The illustration shows the moment when most of the Persians are already fleeing and only a few continue resisting. The Persian ships are in the background



Col. dr. 13. The port of Piraeus in the 5th century B.C. On the left: slaves load pottery made in Athens into ships. Next to them, other slaves are unloading grain. Further to the right fishermen are bringing fish just caught. Slaves are being led from the ships to be sold. The slave market is shown in the forefront. One of the Long Walls is on the opposite shore of the bay. *How can you tell which of the vessels sailing in the bay is a warship and which is a merchant ship?*

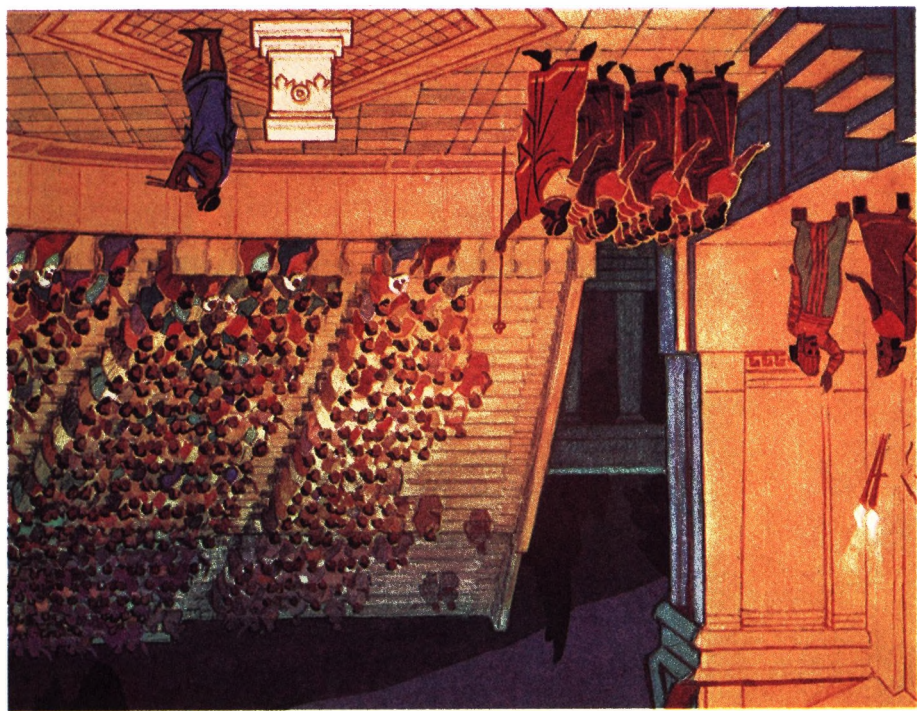




Col. dr. 12. A potter's shop in Athens. On the left: slaves puddling clay with their feet. A slave carries clay in a basket to the craftsman who molds vessels on the potter's wheel; a slave turns the wheel. On the right: an artist painting the pottery. In the background is an oven for baking the pottery



Col. dr. 14. A public assembly in Athens. Those present are in the process of voting. An orator who has just finished speaking is descending the steps. A group of aristocrats in the foreground are not voting for the proposal supported by a majority of the demos. A guard with a whip is chasing away a person who does not enjoy the rights of a citizen



Col. dr. 15. A Greek theatre. The chorus stands on the orchestra and a flute player is next to the altar. Two actors are performing in front of the skene enclosing the orchestra. The seats for the audience are on the hill slope, places of honour for officials and priests are in the front rows. The theatre is shown as it was in the 4th century BC. *Determine whether a comedy or a tragedy is performed*

Col. dr. 16. Chariot races in ancient Greece

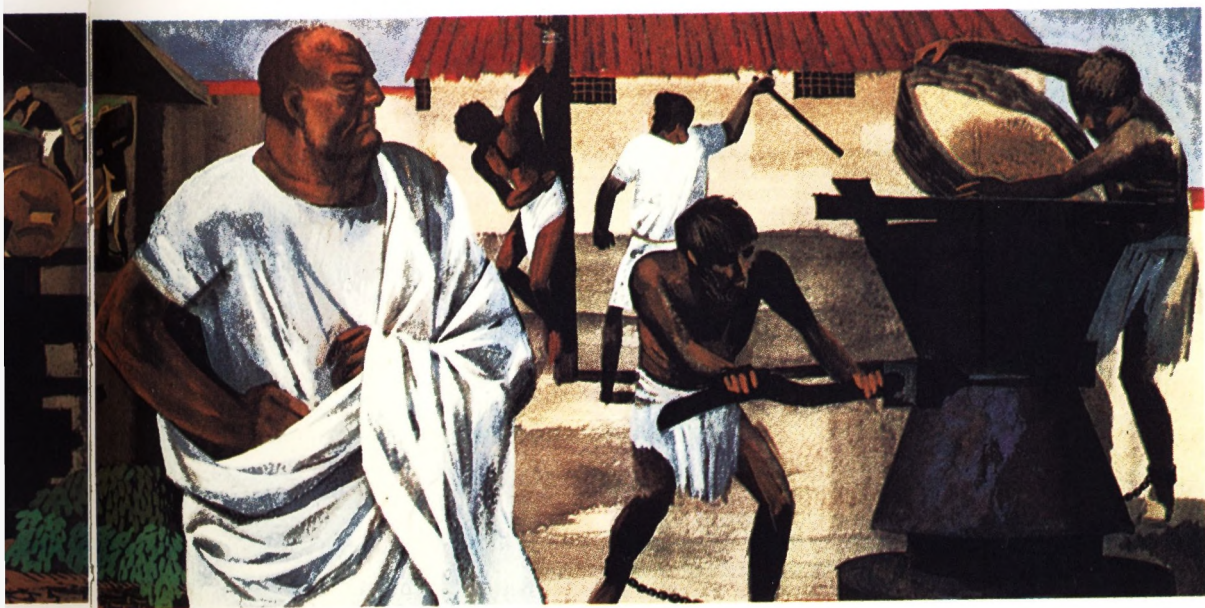




Col. dr. 17. A triumph in Rome. Chained noble prisoners walk in front. The prisoners include women and children. The triumpher rides a chariot drawn by white horses. A slave holds a golden wreath over his head



Col. dr. 18. In a Roman slave-owner's estate. On the left is a grape-squeezing device. On the right: in the forefront is a grain grinding machine, in the background, the barracks where the slaves live. An overseer is beating a slave. The owner is in the centre





Col. dr. 19. A Roman amphitheatre. A bout has just ended between two gladiators one of whom is heavily armed while the other has a net and a trident. The victor awaits the decision of the audience concerning the fate of the vanquished



Col. dr. 20. The uprising under the leadership of Spartacus. *Which episode of the uprising is shown on the illustration?*

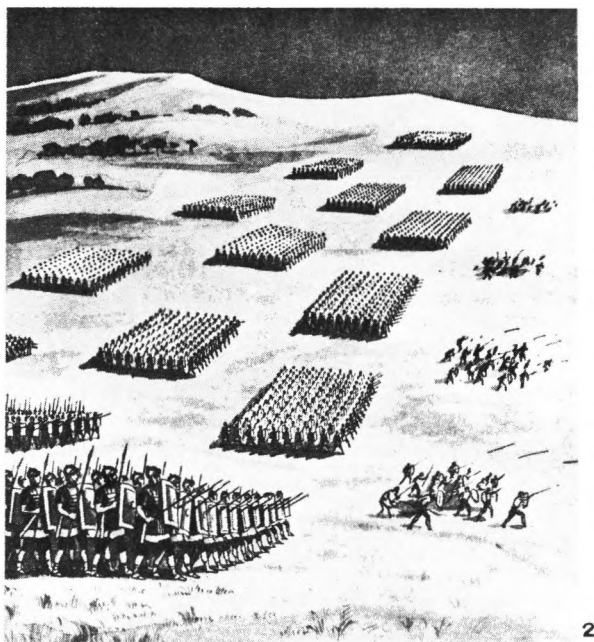


Col. dr. 21. Rome in the age of the empire. The illustration shows multi-storey buildings with narrow dark streets between them. The streets are paved with large cobblestones. There are special stones for crossing the street during the rain. Four slaves are carrying a wealthy Roman in a litter. In the centre is a stall for distributing bread to the poor. A man is writing a notice on gladiator fights on the wall. On the right is a rich Roman's house. The owner is entering the house accompanied by several persons hoping for handouts or an invitation to dinner





Col. dr. 22. Barbarians plundering Rome. *Note what the barbarians are taking for themselves and what they have thrown as useless things*



1. The statue of a Roman with busts of his ancestors. The Roman wears a toga, a garment for public occasions. 2. Battle formation of the legion (drawing by an artist of our time). Describe how the legionnaire was armed (see page 194)

2. Supremacy of the aristocrats in Rome. Following the plebeian victory it was considered that every Roman citizen could be elected to any state office and become a senator. However, there was no pay for occupying the office. For that reason the poor who had to work all day for a livelihood could not fill the office.

Rich patricians and plebeians who owned land and slaves were elected consuls and other officials. In the 3rd century BC wealthy Romans no longer worked in their estates. Their land was cultivated by day labourers or slaves brought from other countries.

Several dozen of the richest patrician and plebeian families emerged from Rome's population. Members of these families occupied elective offices in Rome from year to year. They made up the senate. Thus, a nobility appeared in Rome which owned lands and slaves and ruled the state. Other citizens of Rome could hardly become consuls and senators.

The republic in Rome was slave-owning and aristocratic.

GOVERNMENT IN ROMAN REPUBLIC IN THE 3rd CENTURY BC

People's assembly	Consuls	The senate
Roman citizens Elects the consuls* for one-year term. Adopts or rejects the senate's proposals	From among the aristocrats Command the army, administer justice	Former consuls* Run state affairs

* Consuls and other higher officials.

3. The Roman army in the 3rd century BC. The Roman republic had a strong well organised and well trained army. It consisted mostly of peasants, because only people who had plots of land served in the army.

The army was divided into *legions* consisting of 4,500 warriors each. The legion was divided into subunits. They could fight not only on even ground but also in the forest, in the mountains, and in the city streets.

The lightly armed warriors would start the battle. Seeking to break the enemy's ranks, they shot arrows, threw stones and *darts*. Then they withdrew and made place for the heavily armed infantry which constituted a legion's main force. The *legionnaires* would first throw their spears at the enemy and then attack it with swords. In close hand-to-hand fighting their short swords were a deadly weapon. The cavalry protected the infantry from the *flanks* in battle and in case of victory pursued the enemy.

The discipline was harsh in the Roman army. Those who lost their weapons or fell asleep on duty were executed. The commanders' orders were carried out without fail.

4. Rome conquers Italy. The Romans waged frequent wars with their neighbours to capture their lands. At least 12 different nationalities inhabited the Apennine Peninsula and often fought each other. Rome warred for more than 200 years. The Roman legionnaires were superior to their enemies in weapons, training and discipline; the poorly organised groups of warriors of the neighbouring tribes could not withstand their onslaughts. The Romans subjected one people after another in Italy. The Romans took away up to two-thirds of the ploughed land and pastures from the conquered tribes. The aristocrats appropriated a large part of that land. The senate founded colonies of the Roman peasants who had little land on the rest. The colonies served as strongholds of Roman power in the conquered areas. The senate sought to sow discord among the conquered peoples so they should not unite against Rome. The senate's maxim was Divide and Rule.

In the first half of the 3rd century BC the Romans conquered the Greek cities in the south of Italy and completed their conquest of Italy. Rome's possessions stretched as far as Sicily, but there the Romans came upon another powerful conqueror, Carthage.

PYRRHIC VICTORY

(After Plutarch)

What was the main reason for Rome's victory in the war against Pyrrhus?

During the war between Rome and the Greek cities in the south of Italy, Pyrrhus, king of a small state on the Balkan Peninsula, arrived to help the Greeks. He had 22,000 foot soldiers, 3,000 horsemen and 20 elephants.

During the battle the elephants bore down on the Roman ranks and trampled on them. The warriors riding the elephants sent a hail of arrows and darts on the enemy. Pyrrhus' force scored several victories but suffered such losses that Pyrrhus exclaimed: "Another victory like this and I won't have any army left!" Such is the origin of the expression "Pyrrhic victory" which means a victory tantamount to a defeat.

Recruiting new warriors the Romans not only restored but even increased the size of the army. Rome was compared to the Hydra whose one chopped off head was replaced by two new ones.

In the decisive battle the Romans threw planks with nails under the elephants' feet, frightened them with burning poles and arrows and turned the animals to flight. The fleeing elephants trampled on their own warriors. Pyrrhus' army was routed. Some Greek cities surrendered to the Romans without resisting, others were taken by storm.

?

1. What changes occurred in the government of the Roman republic from the 6th century BC to the 3rd century BC? 2. What common features do you see in the government of Rome in the 3rd century BC and in the government of Athens in the 5th century BC? What were the differences? Explain what aristocratic republic is. 3. Show the boundaries of the Roman state in the 6th century BC and in the mid-3rd century BC on the map. How can you explain the successful Roman conquests? 4. How did the Romans maintain their power over Italy's conquered peoples?

1. The battle elephant (ancient portrayal). There is a booth on the elephant's back for warriors, and the man who steers the animal sits on the neck. 2. King Pyrrhus (ancient bust)



1

2

CHAPTER XIII

THE ROMAN REPUBLIC BECOMES THE STRONGEST SLAVE-OWNING POWER IN THE MEDITERRANEAN

§ 47. THE STRUGGLE BETWEEN ROME AND CARTHAGE FOR DOMINATION IN THE WESTERN MEDITERRANEAN

(Map 9 and the map on page 198)

Recall the cities, besides the Greek ones, which traded extensively on the Mediterranean Sea (§ 16; 3).

1. The city of Carthage and its possessions. *Carthage* was founded by the Phoenicians on the northern coast of Africa. It stood on a stony cape extending far into the sea.

Carthage conducted a lively sea trade. Many ships were always being loaded and unloaded in its deep and convenient bays, and large warehouses with goods were situated on the coast. The oarsmen on the ships and porters in the port were slaves.

The fertile lands in the outskirts of Carthage belonged to rich slave-owners. Their fields and vineyards were cultivated by slaves chained together in groups of several men.

Carthage had a strong navy and large army consisting mostly of mercenaries. The city was defended by strong stone walls and towers. The *Carthaginians*, who had seized large maritime territories and islands, sought to dominate the entire *Western Mediterranean*.

2. The beginning of the struggle. The desire on the part of Rome and Carthage to capture Sicily resulted in war breaking out between them in 264 BC. The war was called *Punic*, because the Carthaginians were called the *Poeni* in Latin. It lasted for 20 years and ended in victory for Rome. The Romans conquered the islands of Sicily, *Sardinia* and *Corsica*.

However, Carthage was yet strong enough. Both sides prepared for a new decisive struggle for domination in the Western Mediterranean.

The Carthaginians captured large areas in Spain. Their army here was commanded by a young general *Hannibal*. Even his enemies recognised his outstanding abilities as commander and exceptional courage.

3. Hannibal's invasion of Italy. The Romans declared war on Carthage in 218 BC. Carthaginian conquests in Spain served as the pretext for war. The *Second Punic War* began. Unexpectedly for the Romans Hannibal led his troops into Italy through the icy paths of the Alps. Half of the Carthaginians perished



The cape where Carthage was situated in ancient times

during the march across the mountains. With the remaining warriors Hannibal came out into the valley of the *Po River* in Northern Italy. The *Gauls* joined Hannibal, and this strengthened his decimated army.

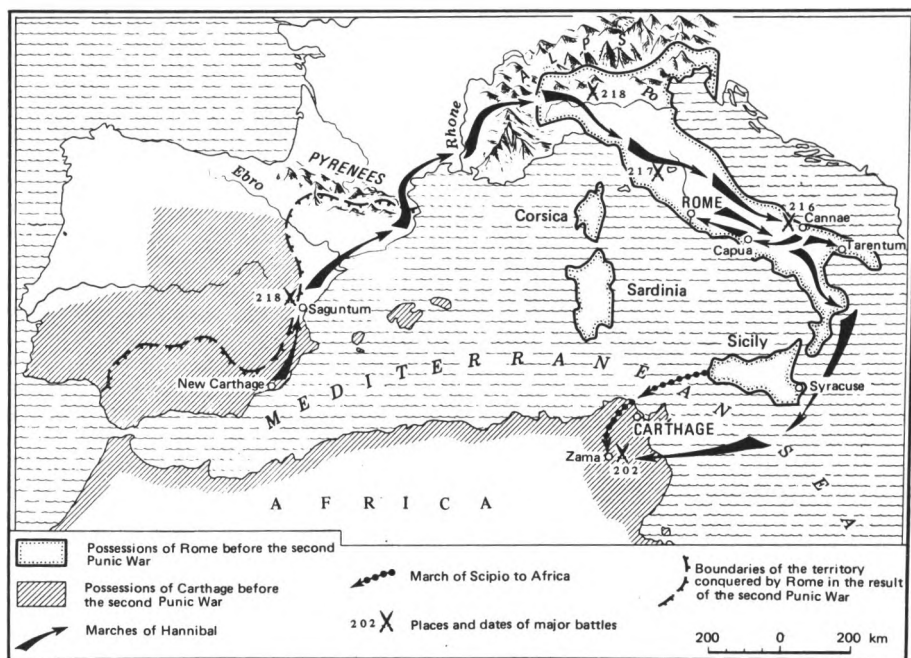
The Carthaginians defeated the Roman legions in several battles involving much bloodshed. Seeking to attract all the peoples conquered by Rome to his side Hannibal and his army marched through all of Italy from north to south.

4. The battle of Cannae. The Roman and Carthaginian armies met again near the village of *Cannae* in 216 BC. The Roman army had 80,000 infantrymen and 6,000 cavalymen, while the Carthaginian had 40,000 foot soldiers and 10,000 horsemen.

The consuls sought to defeat the enemy with their numerous infantry. They deployed it in an enormous rectangle. The cavalry defended the flanks (see map 9).

Hannibal was aware that his troops would be unable to withstand the enemy onslaught for a long time. But he knew that the Romans would have to stop if they had to defend their flanks and *rear*. Hannibal adopted a bold plan: to surround the Roman army. He deployed the infantry in a crescent formation with the centre facing the enemy, posting the best infantry and cavalry units on the flanks.

The Roman infantry advanced. It pushed back the centre of the Carthaginians and cut deep into their formations. But thereby it opened its flanks, which



The Second Punic War

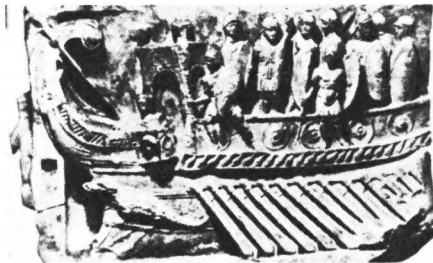
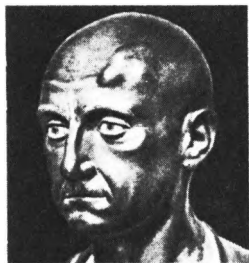
were immediately attacked by Hannibal's picked units. The Carthaginian cavalry dispersed the Roman cavalry and attacked the enemy infantry from the rear. The Roman ranks were in total disarray, the army turned into a disorganised crowd encircled by the enemy. The Carthaginians began to massacre the surrounded Romans. They killed or took prisoner about 70,000 warriors.

5. A war of attrition. Some of the Italian cities conquered by Rome went over to the side of the Carthaginians following their victory at Cannae. The position of the Romans was critical. However, the senate refused even to listen to the Carthaginian ambassador who proposed to begin peace talks.

The Carthaginians approached Rome. But Hannibal did not have enough forces to lay siege to and storm this large fortified city, and he moved again to the south of Italy.

The Romans called up all men capable of serving in the army and mustered 250,000 warriors. The Roman commanders avoided major battles and attacked small enemy groups and besieged cities which had gone over to Carthage's side. This war was disastrous for Hannibal who received almost no reinforcements from Carthage. While Rome's forces grew, his army decreased.

6. The end of the war. The Romans sent an army to Africa 12 years after the battle of Cannae. It was commanded by the experienced and bold general *Scipio*. Hannibal was forced to leave Italy to defend Carthage.



1. Hannibal. 2. Scipio (ancient busts). 3. A Roman warship (relief). There is a gangplank on the ship's bow with a heavy, sharp "beak" at the end. It was called a "raven". When the Romans came close to an enemy vessel they threw out the gangplank with the "raven" which caught on to the deck. The relief shows warriors ready to board the enemy vessel and begin hand-to-hand fighting

A battle was fought near the town of *Zama* in 202 BC. This time the Romans enjoyed a superiority in cavalry. After a long and stubborn combat between the Roman and the Carthaginian infantry the Roman cavalry attacked the Carthaginians from the rear. Hannibal's army was defeated.

The Second Punic War ended in **201 BC**. Carthage was to surrender its navy to Rome, pay an enormous sum of money and give up almost all its possessions.

Hannibal had to leave Carthage and seek refuge in Asia Minor. The senate demanded that he be extradited. Not wanting to fall into the hands of his enemies who had surrounded his house, Hannibal took poison and died.

The decisive role in Rome's victory over Carthage belongs to the Italian peasants who made up the bulk of the army and bravely fought the enemy.

AN ANCIENT ROMAN HISTORIAN ABOUT HANNIBAL

To the extent Hannibal was brave rushing into danger, he was careful regarding the danger itself. There was no work from which he tired in body or lost heart. He endured heat and cold with equal patience; he never slept on a soft bed; he slept among the warriors on guard wrapped in a military cape. He was the first to rush into battle, he was the last to leave the field after the battle. Warriors were never surer of themselves and braver than under Hannibal's command.

?

1. What were the causes of the two Punic wars? What served as the pretext for the Second Punic War?
2. What were the reasons for Rome's victory over Carthage?
3. Show on the map the sites of the battles fought during the Second Punic War and the territories captured by Rome as a result of that war.
4. How many years ago did the Second Punic War begin and how many years ago did it end? What occurred earlier: the Second Punic War or Alexander of Macedon's expedition to Asia? How much earlier?
- *5. What facts point to Hannibal's outstanding military abilities?

§ 48. ROMAN CONQUESTS IN THE 2ND CENTURY BC

(Map 9)

Recall what states arose as a result of Alexander of Macedon's monarchy falling apart (§43; 5, map 7).

Rome defeated its most dangerous rival in the Second Punic War. Victory opened the way to new conquests in the Mediterranean.

1. The destruction of Carthage. Having lost its navy and army Carthage was no longer dangerous for Rome. But Carthage continued to trade extensively and began to grow rich again. The Roman aristocrats and merchants sought to destroy the much hated city and gain possession of its wealth. One influential senator, an irreconcilable enemy of Carthage, ended every speech with the words: "Carthage must be destroyed."

In the mid-2nd century BC the Roman army landed in Africa again and laid siege to Carthage. The *Third Punic War* began. Although the Carthaginians were much weaker than the Romans, they decided to defend their independence.

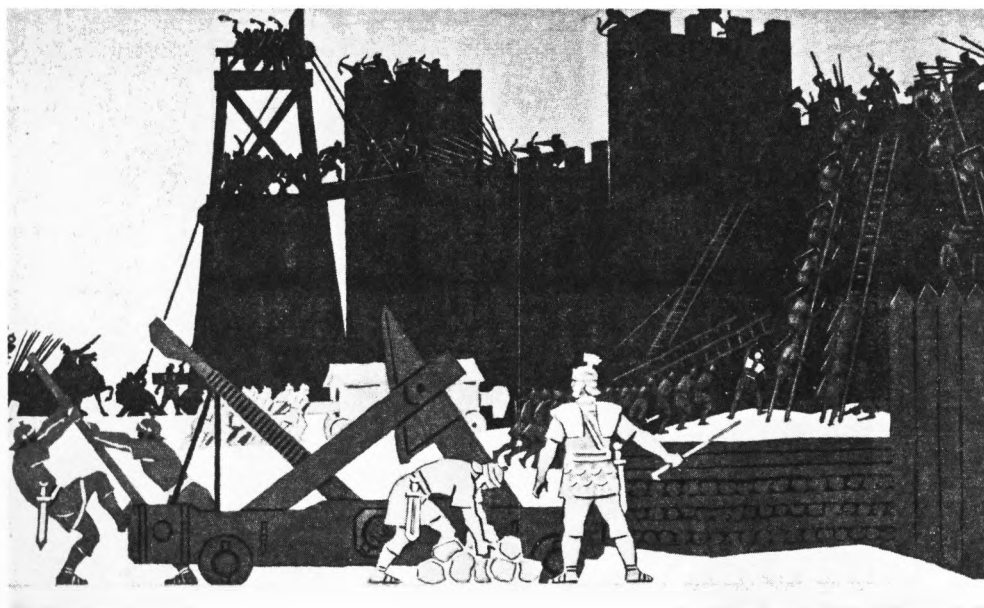
The Carthaginians defended their native city heroically for three years, forged weapons, restored the damaged fortress walls. The women cut their long hair and wove ropes for the catapults.

The Romans succeeded in bursting into the city only after the Carthaginians had grown weak from hunger and illness. Carthage burst into flames. Its defenders continued to fight in the houses and streets engulfed in smoke. The fighting went on in the city for a whole week. It did not cease even at night; the enemies fought in the sinister light of the fires (see the drawing on page 202). The senate decided to raze Carthage to the ground; the Romans destroyed the buildings remaining in the city and sold 50,000 Carthaginians into slavery.

2. The rout of the Syrian kingdom. The Romans were not satisfied with dominating the Western Mediterranean. They invaded the Balkan Peninsula and Asia Minor.

The Roman advance to the east led to war with the Syrian kingdom, the largest state in the Eastern Mediterranean. The Syrian king had an enormous army, elephants, chariots with scythes and warriors on camels. These hordes were recruited from among the many peoples subjugated by the king. They fought the Roman army in Asia Minor and were utterly defeated. The king became completely dependent on Rome and soon his kingdom fell apart into small states.

3. The conquest of Macedonia and Greece. On the Balkan Peninsula the Romans made skillful use of their maxim Divide and Rule. In the struggle against the Macedonians the Romans attracted the Greeks to their side by promising them independence. The Macedonian phalanx engaged the Roman legions



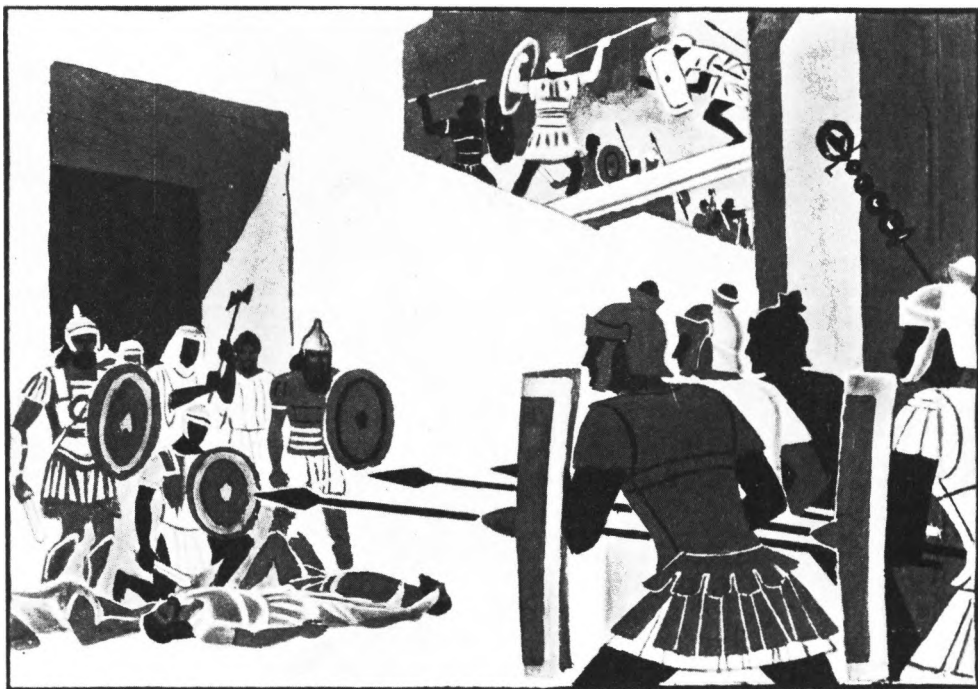
A fortress besieged by the Romans (a drawing by an artist of our time). In the forefront is a catapult. Further on is a ram and a wooden assault tower on wheels plated with metal. When the tower was rolled up to a fortress tower the warriors lowered a bridge over which they burst into the fortress. The warriors also scaled the walls using ladders

in a decisive battle. Bristling with spears the phalanx was unassailable. It repulsed the first Roman attacks, and counterattacking pushed the Romans back. However, in the process the phalanx formation was disrupted; the fast moving Roman units burst into its ranks. The Macedonian long spears became useless, and the phalanx was defeated. The Romans conquered Macedonia.

After the fall of the Macedonian kingdom the Greeks attempted to regain independence. The Romans quickly overcame their resistance and established their rule in Greece in 146 BC. As a punishment for resistance the Romans completely destroyed the city of Corinth, one of the centres of Greek culture. The entire population of Corinth was turned into slaves.

4. The plundering of the conquered countries by the Romans. *The Romans mercilessly plundered the conquered countries.* They sold the prisoners into slavery; merchants following the troops purchased the prisoners for resale at the markets. The Romans sold 150,000 people only after one expedition.

When a city was captured, a commander would usually let his warriors plunder it. Part of the booty went into the Roman treasury. The rest was divided up among the commanders and warriors. The commanders would return from war rich men.



1

1. Fighting in Carthage (a drawing by an artist of our time). The Carthaginians are defending an entrance into a building. In the background the Romans are running from one roof to another over a beam. The building's defenders continue fighting despite the flames. 2. The ruins of Corinth (photograph). These columns of the temple of Apollo are virtually the only monument remaining in Corinth from the time before the city was destroyed by the Romans



2

The commanders who won victories were honoured with *triumphs*. This was an ancient Roman ceremony with triumphers entering the city at the head of their troops on a chariot pulled by four white horses. The booty captured in war and prisoners in chains were driven in front of the victor (see col. dr. 17).

5. The situation in the Roman provinces. The countries the Romans conquered were called *provinces*. The Romans took over the ore and salt mines, shipyards, the best ploughed land and pastures. They levied enormous taxes from the inhabitants of the province. Those who could not pay the taxes were sold into slavery together with their family.

The provinces were ruled by *governors* appointed by the senate. The governors had unlimited power. They gained enormous wealth during 3 or 4 years of ruling the province. "He arrived to a rich province a poor man. He left a poor province a rich man," was what they said about one governor.

Whole areas were depopulated. The king of a small state in Asia Minor dependent on Rome reported that all adult men in his country were driven away into slavery.

In the 2nd century BC as a result of predatory wars Rome became an enormous empire. Many peoples on the Mediterranean fell under the Romans' power.

PLUTARCH'S DESCRIPTION OF THE TRIUMPH AFTER ROME'S VICTORY OVER MACEDONIA

What conclusion can be drawn on the nature of Rome's wars on the basis of the document?

The people filled all the streets from which the procession could be seen. On the first day 250 chariots carried the captured statues and pictures from morning to night.

On the next day numerous carts loaded with the most beautiful and expensive Macedonian weapons drove through the city. The weapons shone with polished copper and iron. The piles of weapons bristled with swords and spears. Behind the carts men carried 750 vessels filled with silver coins. Each of the vessels was carried by four porters. Then the heavy silver cups and dippers were carried.

120 fat oxen with gilded horns were led for sacrifice on the third day. Then 77 vessels, as large as the day before, filled with gold coins were carried. After that came people who lifted above their heads an enormous dipper of pure gold studded with precious stones, and other golden vessels. Further came the chariot of the Macedonian king laden with his weapons, and his crown lay on top of the weapons.

The king's children, two boys and a girl were led behind the chariot. They were so small they did not realise the extent of the misfortune that had befallen them. The king, dressed in dark clothes, followed his children. The disaster seemed to have driven him out of his mind.

The commander-in-chief himself dressed in red clothes embroidered with gold rode on a luxurious chariot. The troops with laurel branches in their hands followed him singing.

- ? 1. What was the main distinction of the Third Punic War from the first two? 2. Find the territories Rome conquered by 74 BC on the map. 3. What was a province? Describe the situation in the provinces. 4. What states formed when the empire of Alexander the Great fell apart, fought against Rome in the 2nd century BC and what was their fate? *5. Compare the formation of the phalanx and the legion. Which formation had the advantage and why?

§ 49. SLAVE-OWNING IN ROME IN THE 2ND-1ST CENTURY BC

Recall how people became slaves in ancient Greece (§35; 1); what work the slaves did in Greece (§35; 3).

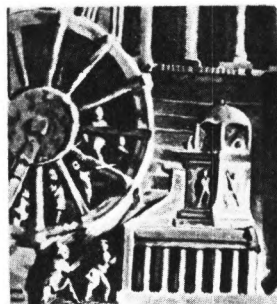
1. Growth in the number of slaves in Rome. Rome's wars involving the capture of hundreds of thousands of prisoners and cruel plundering of the provinces by the Romans led to an unprecedented growth in the number of slaves in the city. Pirates continued to capture many people and sell them into slavery.

There were hundreds of slave markets in Rome's possessions. The main market was on the island of *Delos* in the Aegean Sea; up to 10,000 people a day were sold there. Particularly many slaves were brought to Italy.

2. Use of slave labour. *As distinct from the ancient East and Greece, in Italy*



1



2



3

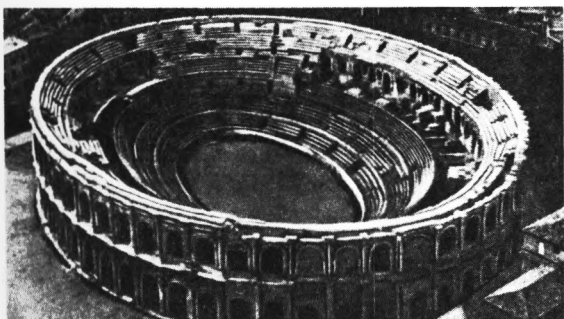


4



5

1, 2, 3, 4. Slaves working in Rome: a hand mill; slaves turning an enormous wheel which lifts loads for building; a slave with a hoe; a slave in a fullery (ancient Roman pictures). 5. A slave being tortured (ancient Roman figurine)



1

1. Roman amphitheatre in the south of modern France (photograph). 2. A gladiator fight (ancient Roman picture). One gladiator has thrown a net on his opponent and is attempting to hit him with a trident. On the right is a person who urged the gladiators to fight. 3. A slave's collar



2



3

many slaves were employed in agriculture. The Roman aristocrats not only gained possession of large tracts of land from the common field but also bought land from the peasants; the number of large estates increased rapidly. On the estates the slaves tilled the ground with heavy ploughs, softened it with hoes and spades, milled the grain by hand, pressed grapes and olives and grazed herds of cattle (see page 207 and col. dr. 18).

About 50,000 slaves worked in the silver mines. The large ships had 150 to 200 slave oarsmen; 5-6 men rowed with one big oar. Slaves built roads and buildings. There were several dozen or even hundred slaves in a workshop or a shipyard.

3. Conditions of work. The slave-owners in Rome said that there were mute implements, for instance, carts and ploughs; bellowing implements—oxen; and talking implements—slaves. When a person became a slave he lost his name. He was given a nickname, often derisory, or simply called Persian or Egyptian.

Slave-owners showed no mercy for the slaves and exhausted them with hard labour. During sowing and harvesting time slaves worked up to 18 hours a day. Slaves milling grain had wooden wheels put on their necks so the hungry slave could not bring a handful of flour to his mouth. The master gave the slave one blouse a year; by the end of the year it turned into a rag. But even the rags did not belong to the slave; quilt blankets were made out of the rags.

After a few years of slavery the young, strong man became an invalid. Slaves who had lost their strength and could no longer work were taken to a desert island where they died of hunger. Instead of them the slave-owner bought new slaves who were always available on the markets.

4. Gladiators. Romans taught the most agile and strongest slaves to use weapons and made them fight each other. These slaves were called *gladiators*.

Amphitheatres were built for gladiatorial fights similar to the modern circus. A sand-covered *arena* was in the centre of the amphitheatre. Places for viewers rose in tiers around the arena. Amphitheatres were built in almost all the large cities in Italy and in the provinces. On holidays bouts between gladiators and battles between whole groups were staged on the arenas with large audiences watching. (How were the gladiators usually armed? See drawing 2.)

The gladiators who failed to fight bravely enough were urged on by lashes and sharp spears.

The fate of the vanquished but still alive gladiator was decided by the viewers. If they raised their hands the vanquished would be left to live; if they pointed their thumbs down the victor would finish him off. Attendants would drag away the bodies from the arena on hooks. (See col. dr. 19.) The gladiators were also made to fight lions, tigers and other wild animals.

5. How the slave-owners kept the slaves in subjection. To prevent the slaves from running away, they were locked up in prisons with tiny barred windows at night. Many slaves worked and slept in heavy iron chains which left deep gashes on the body. Later collars were put on slaves bearing the inscriptions: "Hold me so I don't escape"; frequently the owner's stamp was branded on the slave's face.

Overseers watched the slaves closely. Fearing a conspiracy among the slaves the slave-owners would forbid them to speak to each other—the slave was either to work or to sleep. The masters tried to buy slaves from different countries who did not understand each other's languages. In the opinion of the Roman slave-owners "this rabble could not be controlled otherwise than by fear". To make the slaves afraid they were tortured: lashed, burned and their limbs twisted. A condemned slave was usually bound hands and feet to a post with a perpendicular plank. The person would die a slow and terrible death scorched by the sun.

The slaves hated their oppressors and waged a fierce struggle against them.

Nowhere in the ancient world was there such an enormous number of slaves or were they so cruelly exploited as in Rome.

The slave-owning system attained its utmost development in Rome.

?

1. How can you explain the fact that slave labour was extensively used in different fields of the economy in ancient times? If you cannot answer this question recall what work was usually done by the slaves.
2. Prove that the slave-owning system was more developed in Rome than in the East and in Greece. What was the reason for this?
3. What were the sources of slavery in the ancient world, or how were people turned into slaves? *4. Describe a slave's life as he would tell it.

§ 50. THE RUINING OF THE PEASANTS IN ITALY AND THEIR STRUGGLE FOR LAND

(Map 8)

Recall the role played by the people's tribunes (§46; 1); why the peasants and craftsmen faced ruin in Greece in the 4th century BC (§42; 2).

1. *The enormous stream of slaves coming into Italy and Rome's plundering of the provinces made the slave-owners richer but ruined Italy's peasants.*

It was not expensive to cultivate the land by using slave labour. In addition, large amounts of cheap grain were brought to Italy from the provinces. Grain prices fell. The peasants who grew grain were ruined and sold their land for next to nothing to the slave-owners. Contemporaries describe how whole areas were depopulated: slaves ploughed the land and grazed cattle in the places where only recently there were villages and peasants' fields. The ruined peasants went to Rome and other cities to find a source of livelihood. *Many thousands of homeless people assembled in the cities. They could not find work there either because all the work was done by the slaves.*

With the loss of land by the peasants the number of people serving in the army decreased. The Roman army grew weaker. It could hardly put



An estate in Italy (2nd and 1st century BC). In the background is the owner's residence. In the front on the left is the slaves' barracks where they are locked up. The slaves are working in the field watched by an overseer. Vineyards and olive groves surrounding the field

down the uprising of slaves in 138 BC in Sicily. That uprising frightened slave-owners throughout Italy very much.

2. Some slave-owners realised how dangerous the ruining of the peasants and the gathering of numerous slaves who hated their oppressors was for the Roman state. This was also understood by the brothers *Gracchi*, *Tiberius* and *Gaius*, who came from a noble plebeian family.

The elder of the brothers, Tiberius, was respected in Rome for his keen mind, honesty and courage. The public assembly elected him people's tribune in **133 BC**.

Tiberius submitted a law according to which each family could hold not more than 250 hectares of land on the common field; the extra land was taken away and distributed among the poor without the right to sell it. Tiberius addressed the people with his proposal. He defended his draft law in brilliant speeches at the forum before large crowds. The people supported their tribune. House walls, columns, and even tombstones were covered by inscriptions in which the poor urged him to act resolutely. The large assembly convened by Tiberius adopted his *land law*.

The senate which consisted of wealthy land-owners was hostile to the new law. But fearing a popular outburst it did not dare openly oppose the decision of the assembly. A commission headed by Tiberius began to take away surplus land and hand it over to the poor.

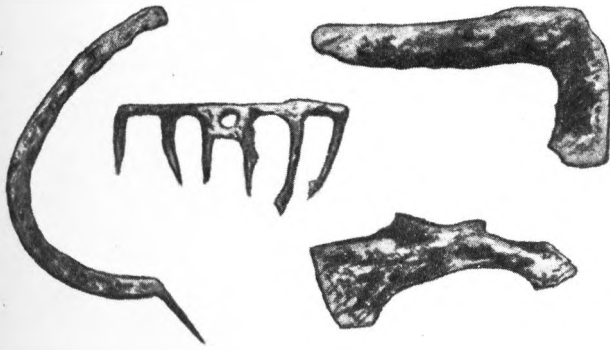
3. At the popular assembly convened to elect the tribunes for the next year Tiberius' enemies spread slanderous rumours that he wanted to become king. They raised a great hew and cry preventing him from saying a word.

The senate was in session not far from the forum. The senators took advantage of the rumours to do away with the hated tribune. The elder senator called on the others to save the republic and they ran out onto the forum. As usual the people made way for the senators. The senators killed the unarmed Tiberius with planks from broken benches; 300 of his followers were also killed. The bodies were thrown in the Tiber which was only done with the bodies of criminals. The distribution of land was stopped.

4. Gaius Gracchus attempted to carry on his brother's cause. He was elected people's tribune in 123 BC and had the distribution of land resumed; about 80,000 poor received land as a result of the Gracchi's activities.

Gaius Gracchus realised that it was not fair for a handful of wealthy aristocrats to rule Rome. He sought to restrict the powers of the senate and open the way for the poor to govern. In order to fight the senate Gaius attempted to unite all the free inhabitants of Rome and Italy but was supported by only part of the population. The senate accused Gaius of intending to seize power. After the term for which Gaius had been elected tribune expired, groups of armed slave-owners and troops attacked Gracchus and his followers. For Gracchus' head the senate promised to give its weight in gold. A real battle raged in the streets of Rome. Gaius Gracchus and 3,000 people supporting him in his struggle against the senate were killed in the battle.

Agricultural implements in Rome:
sickle, rake, garden
knife, axe-hoe



The distribution of land was stopped again. A new law allowing land on the community field to be sold was adopted soon. *The ruining of the peasants and purchase of their land by the slave-owners continued.*

5. Rome was forced to recruit the landless poor people in order to replenish its army. There were many who desired to serve for pay among the hungry poor.

In the late 2nd-early 1st century BC the Roman army grew stronger again. But its social composition changed. *The army now consisted of mercenaries ready to serve those who paid more.*

FROM A WORK BY AN ANCIENT HISTORIAN

What compelled Tiberius Gracchus to demand that land be given to the peasants?

Gracchus spoke with anger about the mass of slaves unfit for military service and always unfaithful to their masters. He recalled how the masters had suffered from the slaves not long before that on Sicily, how long and how difficult it was for the Romans to fight those slaves, how dangerous that struggle had been.

FROM THE BIOGRAPHY OF TIBERIUS GRACCHUS COMPILED BY PLUTARCH

Tiberius was stern and insuperable when he defended the poor addressing the people surrounding the tribune: "Wild animals stalking their prey throughout Italy have dens and lairs to spend the night in, but people who fight and die for Italy have nothing but the air and the light. They wander with their children and wives like homeless vagabonds. The warriors fight and die for others' luxury and wealth; they are called the masters of the universe, yet they don't have a single plot of land."

- ?
1. Why did Rome's wars lead to a weakening of its army? 2. Why was the land law adopted despite the senate's opposition? What means did the senate use in the struggle against the Gracchi? 3. On the basis of Greek and Roman history draw a conclusion on the influence of the development of the slave-owning system on the position of the peasants and the craftsmen. Prove your point. 4. What changes in the composition of the Roman army occurred at the end of the 2nd century BC? What caused these changes? 5. Furnish the subsections of § 50 with headings. 6. How many years passed from the end of the Second Punic War to the adoption of Tiberius Gracchus' land law?

§ 51. THE SLAVE UPRISING HEADED BY SPARTACUS

(Map 9a)

Recall the uprisings of the exploited in the ancient world.

1. The beginning of the uprising. In the 1st century BC the number of slaves continued to increase in Italy. Their position remained just as difficult as formerly. This led to a step-up in the struggle waged by the slaves against the slave-owners.

There was a large gladiator school in the city of Capua. A conspiracy arose among the gladiators in **74 BC**; they secretly prepared a mutiny. The guards of the school-prison where the gladiators lived learned about the conspiracy. However, a few dozen members of the conspiracy succeeded in escaping. They found refuge on the rocky summit of Mt *Vesuvius*.

The escaped men elected *Spartacus* as their leader. He was endowed by tremendous strength, a keen mind and valour. Spartacus came from the north of the Balkan Peninsula; he had been taken prisoner by the Romans. He was made gladiator for an attempt to escape.

At first the insurgents were armed only with sharpened poles and a few kitchen knives; they wore shields out of vines. The brave men attacked slave-owners' estates and caravans. They captured weapons from their enemies. Slaves from the surrounding estates began to join Spartacus.

The slave refuge was besieged by 3,000 Roman warriors. The Romans cut off the only path leading down from the rock. They hoped that hunger would force the insurgents to surrender. But the slaves wore ladders out of vines and descended from a vertical cliff during the night. The Romans thought it was impossible to descend here and posted no guards. The insurgents attacked the Roman force unexpectedly and routed it (see col. dr. 20).

2. On the road to freedom. News of the insurgents' successes spread through the country. Slaves who refused to put up with their lot fled to Spartacus from all over Italy.

Many thousands of slaves assembled under Spartacus' leadership. They spoke different languages and often could not understand each other. Spartacus introduced harsh discipline. He organised infantry, cavalry and reconnaissance units



Hammersmiths forging a shield (ancient relief)

according to the Roman model. Smiths forged weapons in the insurgents' camp day and night.

Spartacus led his army north. Apparently he wanted to lead the slaves out of Italy so they could return to their native parts.

The senate realised what a grave threat the insurgent army represented. It sent both consuls with troops against it. The consuls managed to massacre the slaves that had left Spartacus. They also wanted to surround and destroy the main insurgent force. But Spartacus divined the consuls' plan. Preventing them from joining their forces, he defeated first one then the other.

The insurgents fought their way through all of Italy and arrived in the valley of the Po River. All of a sudden Spartacus turned back. Apparently many slaves refused to leave Italy.

3. The insurgents in a trap. When the Roman slave-owners learned about the insurgents turning back they were seized by terror. They collected a large army in a hurry. Many slave-owners went to fight the slaves in person.



Spartacus wounded (after a picture on the wall in the city of Pompeii)

The wealthy *Marcus Licinius Crassus* was appointed commander of the army. In addition the senate recalled troops from Spain and from the Balkan Peninsula.

Spartacus saw that he did not have enough forces to besiege Rome and led his army to the south of Italy. Crassus blocked the way, but the slaves defeated the legions standing in the way. The warriors were so frightened of the insurgents that whole units of the famous Roman army fled at their approach. In order to restore discipline among the troops Crassus executed every tenth warrior from the units that fled before the insurgents.

Spartacus reached Italy's southwestern cape with his troops. He wanted to cross over to Sicily to provoke a slave uprising there too. For a handsome sum of money the pirates promised to take the insurgents over but deceived them. The slaves built rafts but a sudden storm destroyed them. Although Sicily was very close the insurgents failed to reach it.

Crassus did not dare attack Spartacus' army. He occupied a narrow isthmus through which the only road from the cape went. The Romans dug a deep moat and erected a dirt wall from one shore of the isthmus to the other. The insurgents were in a trap. Hunger began among them.

4. "Better to die of iron than of hunger." Addressing the insurgents Spartacus said that it was better to die of iron than of hunger. On a stormy winter night he led them in an assault on the fortifications. The insurgents filled up the moat in one place, gained a footing on the wall and burst out of the trap.

Part of the slaves left Spartacus' army again. Crassus attacked them by surprise and massacred them all.

At the time the legions from the Balkan Peninsula were landing in Italy and troops from Spain commanded by *Pompey* were arriving. Spartacus moved against Crassus to prevent them from joining forces.

5. The last battle. The last battle between the insurgents and the Romans took place in **71 BC**. Spartacus attempted to break through to Crassus to kill him and deprive the Romans of their leader. Two enemy commanders were killed by Spartacus' powerful blows. But he was also wounded in the leg. Wounded Spartacus continued to fight standing on one knee. The Romans failed to capture him alive. Spartacus was so mutilated in the fighting that his body was never found on the battlefield.

According to Roman accounts the insurgents fought with great courage in the last battle as well. But the enemy outnumbered them. The insurgent army was defeated and the remaining forces dispersed.

Pompey's arriving legions annihilated the slaves who had survived the battle. The Romans crucified the prisoners. Six thousand crosses with dying slaves lined the road from Capua to Rome.

The Roman slave-owning state fulfilled its principal task, albeit with difficulty, of suppressing the slave uprising. It still possessed large forces at the time.



Execution of insurgent slaves (a drawing by an artist of our time)

An irreconcilable struggle was waged throughout the ancient world between the classes of slaves and slave-owners. The slave struggle was particularly bitter and stubborn in Rome where the slave-owning system reached its greatest development.

- ?
1. Show where the insurgents marched and the sites of the battles on the map. 2. Cite instances showing the insurgents' valour and Spartacus' outstanding abilities as the uprising leader. 3. On the basis of § 48 and 51 say what the two basic tasks of the slave-owning state were. 4. How many years did the slave uprising led by Spartacus continue? What was earlier and how many years earlier: Spartacus' uprising or the uprising of the Yellow Headbands in China? 5. Describe one of the following events on behalf of a participant: a) the gladiators' conspiracy in Capua and their escape; b) the descent from Mt Vesuvius and the battle against the Romans; c) the insurgents breaking through Crassus' fortifications.

What changes occurred in Rome from the beginning of the 3rd century BC to the beginning of the 1st century BC:

- a) How did the territory of the Roman Republic change? Find its territory at the beginning of the Punic wars and then in 74 BC.
- b) How did the position of different classes change in Italy? What were these changes caused by?
- c) How did the Roman army change? Why?

THE FALL OF THE REPUBLIC IN ROME. THE ROMAN EMPIRE AT THE PEAK OF ITS POWER

§ 52. CAESAR SEIZES POWER IN ROME

(Map 9)

Recall who held power in the Roman Republic (§46; 2).

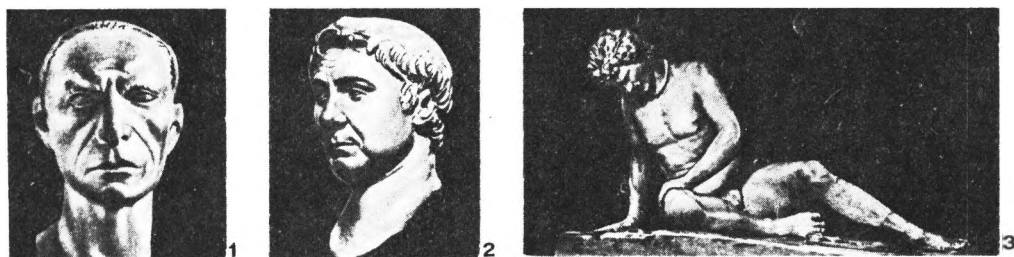
1. The growing power of the military leaders in Rome. Rome's wars of conquest and the army becoming a mercenary force led to a growth in the power of the military leaders. The senate assigned experienced commanders to recruit troops to wage wars. The warriors received pay from them and part of the booty. The legionnaires obeyed only their commanders and were ready to fight anyone they ordered.

Many slave-owners hoped that an energetic commander with a strong force would be able to suppress the slaves and the poor better than the consuls and the senate. They wanted to establish the power of such a person in Rome. Pompey seemed to be the suitable man for this: he had won fame in wars and mercilessly suppressed the slaves in 71 BC.

Julius Caesar also sought to gain power in Rome. He came from a noble patrician family. Caesar had dreamed of power and glory since his youth. He despised the Roman poor, but sought to use them in order to achieve his aims. That was why he demanded that bread be distributed among the poor free of charge and staged gladiator fights for them. Caesar was elected consul and in 58 BC became governor of the province of *Gaul*.

2. The conquest of Gaul. The Gauls lived in the valley of the Po River and on the territory of modern France. They were divided into many tribes which warred with each other. At the time Caesar became governor of Gaul, the Romans held only the valley of the Po River and the shores of the Mediterranean Sea in it. Caesar began war against the Gauls in order to conquer their whole country.

The wars in Gaul continued for 8 years. Caesar showed himself as an indefatigable warrior and talented military leader. He drew part of the Gaul nobles to his side, and they served as scouts and guides in their woody and swampy country. The Gauls fought bravely for their independence. But their disorderly hordes could not stand up against the Roman legions that had been steeled in battle.



1. Caesar. 2. Pompey (ancient Roman busts). 3. A dying Gaul (ancient statue)

The Romans conquered the entire country, captured and sold into slavery thousands of prisoners. They plundered the sacred places of the Gauls where gold offered to the gods was kept. The captured booty enabled Caesar to increase the pay to his warriors. He also promised to give them land. Entertainments were staged in his name and bread distributed among the poor in Rome.

3. Wars for power in Rome. After the conquest of Gaul Caesar had troops loyal to him, the fame of an outstanding commander and enormous wealth.

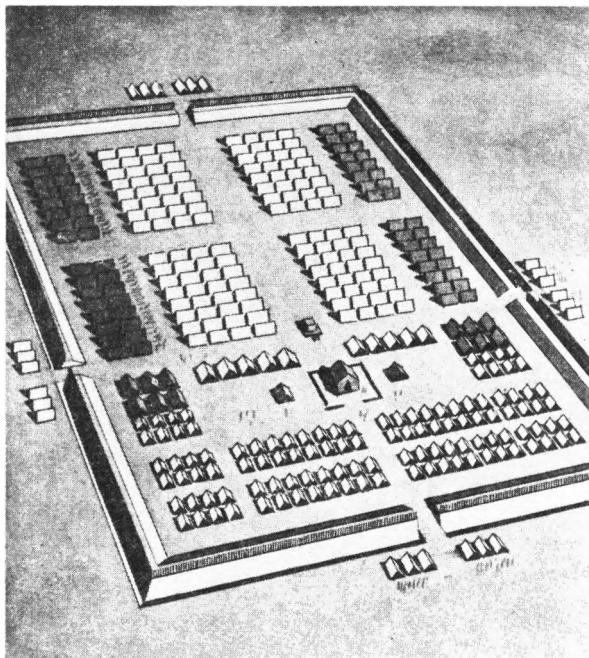
In **49 BC** Caesar advanced against Rome with his troops. The senate had much more troops but they were dispersed among the provinces. The senate appointed Pompey to command the troops. Caesar moved with such speed that Pompey failed to organise Rome's defence and left in a hurry for the Balkan Peninsula. Some of the slave-owners and the poor sided with Caesar; the Roman poor hoped that he would improve their lot. Encountering almost no resistance Caesar's troops occupied Rome and all of Italy.

Pompey succeeded in mustering a large army on the Balkan Peninsula. Caesar's army crossed over to the Balkans and routed the army, the surviving troops surrendered. Pompey fled but was soon killed. Caesar had to fight his other enemies for 3 more years in Asia, Africa and Spain.

The wars between Caesar's followers and Pompey's supporters were an armed struggle between Roman citizens. They were called *civil wars in Rome*.

4. Caesar—the ruler of Rome. Caesar returned to Rome after winning the civil war. He enjoyed unlimited power. The senate and the consuls obeyed all his orders. Caesar called himself an *emperor* which means "ruler" in Latin. That was how military commanders were called during war in Rome. Caesar now held the title not temporarily but permanently.

The all-mighty emperor was honoured like a king. His portrait was minted on coins, his statues were placed next to the statues of gods. In the senate he sat on an ivory and gold chair. Caesar awarded his warriors generously but deceived the hopes of the poor. He even reduced in half the amount of bread distributed in Rome.



A Roman military camp. In the centre: the military leader's large tent, tents of other military commanders and an altar for sacrifice. The camp is surrounded by a moat, rampart and fence

5. Caesar's death. Some of the senators were displeased with Caesar's autocratic rule; they sought to restore the aristocratic republic in Rome and retain power in their hands. These senators organised a conspiracy. It was headed by *Brutus*, a wealthy and noble slave-owner who was regarded as Caesar's friend.

In 44 BC during a session of the senate the conspirators surrounded Caesar. Producing concealed daggers they inflicted 23 wounds on Caesar of which he died on the spot.

Caesar's attempt to establish permanent autocratic rule in Rome ended in failure but showed how weak the republic was in Rome.

FROM CAESAR'S BIOGRAPHY COMPILED BY PLUTARCH

In 49 BC Caesar with his troops approached the Rubicon River, Gaul's southern boundary. To cross the boundary with his troops meant a mutiny against the republic; Caesar would either win power over Rome or would be executed ignominiously. "Stopping his cart Caesar pondered over his intentions for a long time adopting first one then another decision. Finally, as if casting aside his doubts and surging boldly forward, he said: 'The lot has been cast,' and crossed the river."

The expression "to cross the Rubicon" means to resolve to do a risky act after which there was no retreating.

Having won a fast and easy victory over one of his enemies in Asia Minor, Caesar sent a report in three words *Veni, vidi, vici* (came, saw, conquered). How is such a short speech called?

- ? 1. What changes occurred in the Roman army at the end of the 2nd-beginning of the 1st century BC to enable Caesar to seize power in Rome? Prove your point. 2. What was the significance of the war in Gaul for Caesar's seizure of power in Rome? 3. What was the difference between Caesar's attitude to the poor and that of the Gracchi? *4. In what way did Caesar's rule after his victory over his enemies differ from the powers of a consul? Point out at least three differences. 5. How many years passed from the end of Spartacus' uprising to Caesar's seizure of power in Rome?

§ 53. THE ROMAN EMPIRE UNDER OCTAVIAN AUGUSTUS AND HIS SUCCESSORS

(Map 9)

Recall what state is called a republic (§ 45; 4); what state is called a monarchy (§ 42; 4).

1. The republicans' defeat. The plotters who killed Caesar found no support among Rome's population. Few people wanted to defend a republic in which power belonged to several dozen aristocratic families. Caesar's legionnaires wanted to kill the conspirators, and the latter fled to the East. The republicans managed to muster an army in Macedonia and prepared to move against Italy. Civil war began again.

The legionnaires now had new leaders: Caesar's former companion *Mark Antony* and young relative *Octavian*. Very tall and tremendously strong Antony was an experienced warrior. The sickly and frail Octavian had neither experience nor abilities of a military commander. But he was cunning, careful and knew how to choose talented assistants.

Antony and Octavian hated each other but joined forces to fight the republicans. They led their troops into Rome, massacred several thousand enemies and seized their property. Then Antony and Octavian with their troops sailed to Macedonia. In a battle near the city of *Philippi* their troops defeated the republicans. Brutus committed suicide by falling on his sword.

2. The struggle for power between Antony and Octavian. Antony and Octavian ruled different parts of the Roman state. Antony ruled the eastern provinces. He lived in the capital of the Egyptian kingdom, Alexandria, surrounded by regal luxury. Octavian lived in Rome and ruled the western parts of the state.

Both prepared for war against each other. In 31 BC Antony deployed his army and navy at cape *Actium* in Greece. Octavian's army and navy also arrived to the spot. Octavian's navy won the naval engagement. Antony left his army and sailed to Alexandria. Abandoned by their commander, his legions surrendered.

In 30 BC Octavian's troops approached Alexandria and Antony stabbed himself. Egypt was turned into a Roman province. The last Greco-Macedonian state fell.



1. Carved stone in honour of Augustus. Upper part: Augustus surrounded by gods and relatives. A goddess holds a wreath over his head. Lower part: Roman warriors capturing prisoners. 2. A Roman arch honouring one of the emperors (photograph)

3. Octavian's rule. After the victory over Antony Octavian retained command over the army and the title of emperor. The Roman state continued to be called a republic. The senate convened in Rome, the popular assembly elected consuls and other officials every year. But relying on armed force Octavian turned them into instruments of his will.

The popular assembly elected either Octavian himself or his people to the highest offices. The consuls and people's tribunes obeyed Octavian's orders without fail. A Roman nominated for the post of consul against the emperor's will was put into prison where he died. Octavian expelled his opponents from the senate and appointed his followers instead. He voted first in the senate, and the senators accepted his decisions submissively. They bestowed on him the title of *Augustus* meaning "holy". Octavian ruled the Roman state from **30 BC** to his death in **14 AD**.

Having established his power in Rome by violent means, Octavian feared conspiracies all his life. In the senate he was always surrounded by people loyal to him and wore armour under his clothes.

4. The empire in Rome; its slave-owning nature. The system of government established by Augustus remained after his death. Rome was governed by emperors who either inherited power or seized it by means of armed force. The word "emperor" acquired a new meaning: the rulers of the Roman state were now called emperors. Although republican posts remained in Rome,

actually the republic was replaced by a monarchy. The Roman monarchy was called an empire.

The establishment of the empire strengthened the supremacy of the slave-owners in Rome itself and in the provinces. Octavian wrote proudly that he had captured and turned over to the slave-owners for execution 30,000 escaped slaves.

Government in the Roman Empire Under Octavian

Emperor		
Army		Army
People's Assembly	Consuls	Senate
The Roman citizens elect the emperor's protégés to the posts of consuls	From among the slave-owners. Obey the emperor's orders	Appointed by the emperor. Adopt decisions welcome to the emperor

If a slave killed his master then under law all the slaves living in the house were put to death. On one occasion 400 slaves were executed at once. With enormous armies at his disposal the emperor suppressed the uprisings of the oppressed. The slave-owners not only in Rome but also in the provinces supported the emperor's power.

5. The last conquests of the Roman Empire. In 115-116¹ troops commanded by the emperor *Trajan*, an experienced and energetic leader, occupied Mesopotamia. The Roman legions had never before advanced so far east. But uprisings of subjected peoples broke out in the provinces. Trajan had to stop his expedition and send his troops against the insurgents.

Trajan's expeditions were Rome's last wars of conquest. The empire needed many troops to suppress the uprisings and defend its frontiers. Almost all of Trajan's conquests in Asia had to be relinquished because there were not enough troops to keep them in subjection. *At the beginning of the 2nd century the empire was forced to change over from conquests to the defence of its extensive possessions.*

FROM AN INSCRIPTION THE DIVINE DEEDS OF AUGUSTUS

What can you say about Rome's population in the 1st century on the basis of the inscription? What can you say about Augustus' possessions and his position in the Roman state?

¹ If the era is not specified it is AD.



1



2

1. A column built by Trajan commemorating his conquests on the lower Danube (photograph). 2. A relief on Trajan's column

"...Another time I parcelled out 400 sesterces [Roman silver coin] a person as a gift in my tenth consul term, and in my eleventh consul term I distributed food bought for my money twelve times, and when I was tribune the twelfth time I gave out 400 sesterces a person for the third time. My handouts never involved less than 250,000 people. When I was tribune the eighteenth time and consul the twelfth time I gave 320,000 city poor people 240 sesterces each. I gave 1,000 sesterces a person to my soldiers from the military booty, and about 120,000 men received the gift. In my thirteenth consul term I distributed 240 sesterces each to 200,000 people.

"The price of the land I gave to my soldiers was paid by me. It was 860,000,000 sesterces."

FROM *THE AENEID* BY VIRGIL,
AUGUSTUS' CONTEMPORARY.

Compare Virgil's verses with the description of the battle of Salamis by Aeschylus (page 137). Whom did the Greek poet glorify and whom did the Roman poet glorify?

Augustus his Italians leads from home,
High on the stern. The Senators stand round,
The people, and the guardian gods of Rome...
Here, late from Parthia and the Red-sea coast,
With motley legions and barbaric pride,
Comes Anthony...
See now the fight; prows churn and oar-blades lash

The foam...

**Winged darts are hurled, and flaming tow; the leas
Of Neptune redden...**

There, Caesar sacred to his gods proclaims

Three hundred temples, each a stately fane.

Behold his triple triumph. Shouts and games

Gladden the streets; glad matrons chant the strain

At every altar, and the steers are slain.

...captive nations march along, ,

Diverse in arms and garb, and each of different tongue.

?

1. What was the original meaning of the word emperor and what meaning did it acquire in Augustus' time? 2. Prove that a monarchy was established in Rome under Octavian. What was its difference from the monarchies of the ancient East? 3. The interests of which class did the empire defend in Rome? Prove your point. 4. Find the territories conquered by Rome during the empire on the map. When did the territory of Roman state reach its greatest dimensions? What was the reason for the empire changing over to the defensive? Count how many years Rome's wars of conquest continued outside of Italy. 5. How long did Octavian Augustus autocratically rule Rome? How many years ago did his rule begin and how many years ago did it end?

CULTURE AND DAILY LIFE IN ROME AT THE END OF THE REPUBLIC AND THE BEGINNING OF THE EMPIRE

§ 54. THE ARTS IN ANCIENT ROME

Recall two famous ancient Greek poems; whom the Greek sculptors of the 5th century BC depicted (§ 38; 4; § 40; 2).

1. The influence of Greek culture on Rome. The highly developed culture of ancient Greece largely influenced the culture of the Romans. The Romans became acquainted with Greeks' language, science and arts through the Greek colonies in the south of Italy. They invented the *Latin alphabet* on the basis of the Greek alphabet.

The influence of Hellenic culture increased after the Romans conquered Greece. A Roman poet wrote: "Greece taken prisoner captivated her wild conquerors and introduced the arts to stern *Latium*." The Romans brought statues and pictures from Greece. Greek architects, sculptors and artists worked on orders from rich Romans. Theatres were built in Italy's cities after the Greek model. Noble Roman youths travelled to study in the famous Greek schools. The Romans worshipped the Olympian gods, although they used different names. Thus, they called Zeus Jupiter. (Which god do you think was called Volcano, see § 29; 2.)

However, Roman culture was not merely an imitation of Greek culture. Learning from the Greeks the Romans themselves created many new elements.

2. Roman literature: a) "On the Nature of Things". Among the numerous works of Roman literature an outstanding place belongs to the poem *On the Nature of Things*. It was written by *Lucretius*, a scholar and poet of the 1st century BC. In it he set forth scientific views on nature and human history that were progressive for that time.

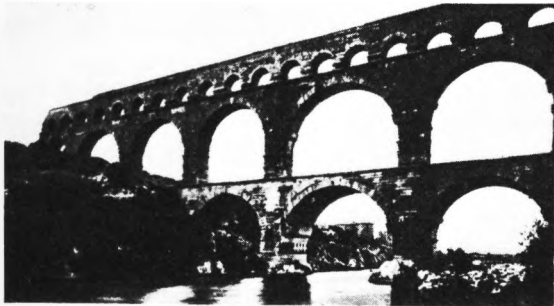
As the scholar saw it nature consisted of atoms. Merging they formed the stars, the Earth, living creatures and even people's souls. He rejected the immortal soul and life beyond the grave. He said that people learned to use fire, till the land and work iron thanks to their own labour rather than god's will.

Lucretius compared religion with a bridle which restricted human thought. He regarded ignorance and fear of the natural elements as reasons for the

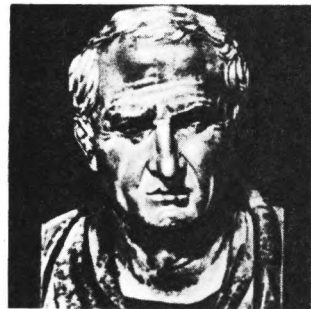
1. A picture of Virgil with the muses of history and poetry (Roman mosaic). 2. A Roman arch bridge in the south of modern France (photograph). Water pipes passed over the bridge. The bridge is nearly 50 metres above the river. 3. A Roman temple (photograph). *Compare Greek and Roman buildings. What did the Romans borrow from the Greek buildings?* 4. A bust of the famous Roman orator and author Cicero. 5. The bust of a money-lender from the city of Pompeii



1



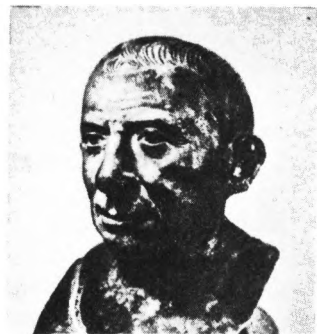
2



4



3



5

emergence of religion. He attempted to provide scientific explanations for thunder, earthquakes and human sleep. Lucretius wrote his work in verse.

b) The Golden Age of Roman poetry. "The Aeneid". The most gifted poets of ancient Rome lived at the end of the 1st century BC and the beginning of the 1st century AD. This time is called the Golden Age of Roman poetry.

Augustus sought to attract the poets to his side. The home of his friend *Maecenas* was always open to them; the host presented generous gifts to the poets. The word "Maecenas" has come to mean a patron of the arts.

Virgil was a famous Roman poet. He worked on the poem *The Aeneid* for about ten years. The poem tells about *Aeneas*, a mythical defender of Troy, son of a goddess. With the help of the gods Aeneas saved himself during the fall of Troy; he carried his aged father out of the burning city on his shoulders. After some unusual adventures he settled in Italy. Aeneas descended into the lower world of the dead. Here the soul of his deceased father predicted the future might of Rome; the Romans were to rule all the peoples of the world, to show mercy to the conquered and suppress the recalcitrant. His father's soul showed Aeneas his descendants. They included the divine Augustus who would return peace to Latium and make even distant peoples tremble before Rome (see excerpts from *The Aeneid* on page 220).

The Aeneid was like a continuation of Homer's poems. It was written in similar solemn and sonorous verse. Virgil glorified courage, loyalty and respect for one's elders. *The poet made skillful use of religious beliefs and the Greek and Roman ancient legends to elevate the empire and Augustus.*

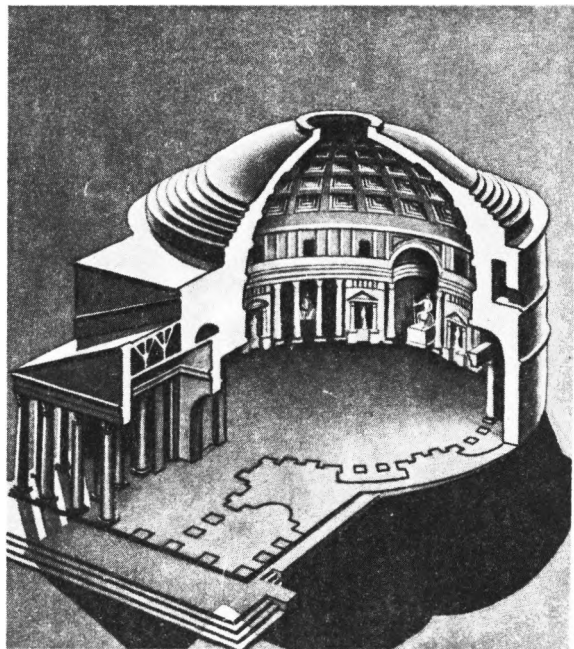
3. Roman architecture. By their grandeur and pomp the Roman structures were intended to prove to the whole world the power and wealth of the empire. The Romans made use of the Greek architects' achievements and created many new elements in building art. Romans invented concrete which held stones firmly together. This made possible erection of arches and domes.

The *arch* is a cover in the shape of a half circle; the word comes from the Latin word *arcus*—bow. The *arches of triumph* were built in honour of the emperors in the city squares and streets. Arches were widely used in building bridges, buildings and waterways. The Romans built *aqueducts* which carried water from mountain springs. *Arch bridges* with grooves were built across low places along which the water flowed downwards (see page 223). Spring water was brought to Rome along 10 aqueducts.

The *vault* is a dome-shaped ceiling. A fine example of a vault is the *Pantheon*, the temple of all the gods in Rome which has come down to our day well preserved. It is covered by a *cupola*, a ceiling like an enormous cup turned upside down.

4. Roman sculpture. Portrait statues and busts are the highest achievement of Roman sculpture. The sculptors not only depicted a person's features exactly but also conveyed his character. In the bust *The Money-lender* the sculptor showed the greed and callousness of a man who thinks only of profit. A sculptor

The Pantheon (a model). The model has a cross section to show it both inside and outside. The lines on the floor show the places where the walls and the columns are. The temple is lighted up through an aperture in the cupola



represented Pompey as a dull and glum person. The eyes of the famous Roman orator and author *Cicero* betray a keen mind, and his tightly-pursed lips show contempt for people (see p. 223,4).

With the establishment of the empire in Rome sculptors were to glorify and elevate the emperors. The sculptors showed them as gods, giants and heroes of myths. The frail Augustus was represented as the mighty Jupiter with the goddess of Victory in his hand. Scenes showing emperors' triumphs and Roman victories are carved in marble reliefs ornamenting arches and buildings.

- ?
1. The views of what Greek scholars did Lucretius develop further? Prove your point.
 2. What thoughts and emotions did Virgil seek to convey to the reader? Point out examples from *The Aeneid*. What are the fundamental differences between Lucretius' and Virgil's views?
 3. How were religion and the arts used to strengthen the emperor's power in Rome? 4. What are the differences between Greek sculpture of the 5th century BC and Roman sculpture? Explain what the differences were due to.

§ 55. THE CITY OF ROME DURING THE EMPIRE

Recall the reasons for the poor coming to Rome (§ 50; 1).

1. The forum and the Palatine in imperial Rome. At the beginning of the Christian Era Rome became the largest city in the Mediterranean. It



The statue of a 2nd century emperor. As which Greek hero is the emperor shown?

had about 1,000,000 inhabitants. The city spread out widely on both banks of the Tiber River. The city's main paved streets converged on the forum. Almost all the emperors erected splendid buildings and put up statues of themselves on the forum in order to glorify themselves. In honour of his victories Trajan built a column nearly 40 metres high. A marble relief winds round it like a ribbon from bottom to top. The relief depicts battles, river crossings, capture of prisoners, razing of enemy villages and other war scenes. A statue of the emperor stood on the very top of the column (see page 220).

From a simple marketplace the forum turned into an enormous outdoor museum.

The *Palatine Hill* rose next to the forum. The imperial palaces shining in gold and marble stood on the hill (see page 228).

2. The daily life of the slave-owners. Rome's aristocratic blocks were situated round the imperial palaces. Wealthy slave-owners' houses stood among shady parks. The room walls in the houses had paintings on them and the floor was covered by *mosaic*. Fountains flowed in the centre of rooms. Furniture was plated with gold, ivory and silver. Statues brought from Greece and made in Rome ornamented the palaces and parks.

A wealthy Roman would be served by hundreds of slaves. The servants included physicians, musicians, artists often better educated than their masters; usually they were Greeks. Slaves carried noble Romans in litters in the streets. A slave chained to the wall sat at the entrance instead of a watchdog. Live fish, rare wildfowl, fruits and wine from all parts of the empire were brought for the slave-owners' feasts.

3. "Bread and circuses!" The worst poverty existed in Rome on a par with luxury.

Whole blocks consisted of five-or six-storey houses (see dr. 1 on page 229). The streets were so narrow here that sunlight hardly ever lit them up. The poor people lived in tiny rooms, in garrets and cellars. The poorly built houses often collapsed; fires which destroyed whole blocks were even more frequent. The inhabitants perished under the ruins or in the flames. Many poor people had no homes at all and they spent the nights in the streets and squares (see a Roman street on col. dr. 21).

In order to prevent unrest among the city poor the emperors distributed bread and small coins among them and organised entertainments for them. Not less than 200,000 people received free bread in Rome. Hundreds of poor people crowded round the slave-owners' palaces hoping to get a handout. The imperial *thermae*, baths, were open for the free people (see page 229).

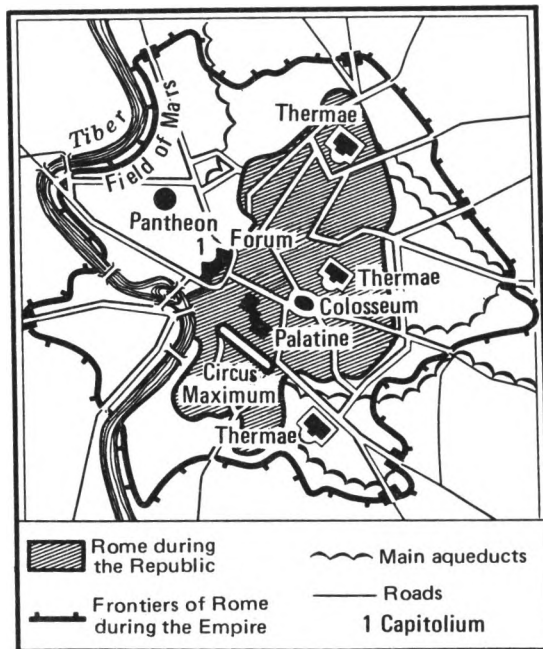
Spoiled by forced idleness and handouts the Roman poor people refused to work. Not only the slave-owners but also the poor regarded work as a duty of the slaves humiliating for the free man. They demanded "bread and circuses" from the emperor.

4. Circuses in Rome. The favourite spectacle of the Roman slave-owners and poor were the gladiator fights. During the empire these occasions became even more grand than under the republic.



A view of Rome during the empire (reconstruction and plan).

Find the monuments shown on the plan on the drawing.





The Roman Forum and Palatine during the empire (reconstruction)

Augustus ordered a lake dug in the outskirts of Rome. A battle was staged here with 3,000 men, 30 large and many small vessels participating.

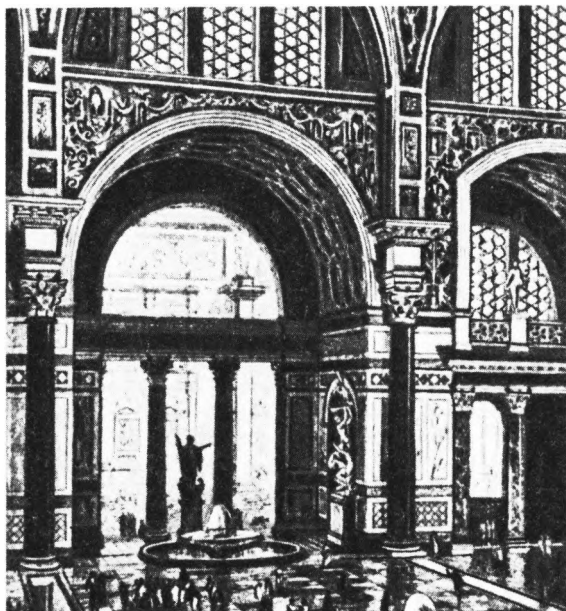
An enormous amphitheatre, the *Colosseum*, was built for gladiator fights in Rome in the second half of the 1st century. It held many thousands of viewers.

A total of 11,000 wild animals were released on the arenas of the amphitheatres during the festivities held by Trajan; 10,000 gladiators fought each other and wild animals. The celebrations continued for 123 days.

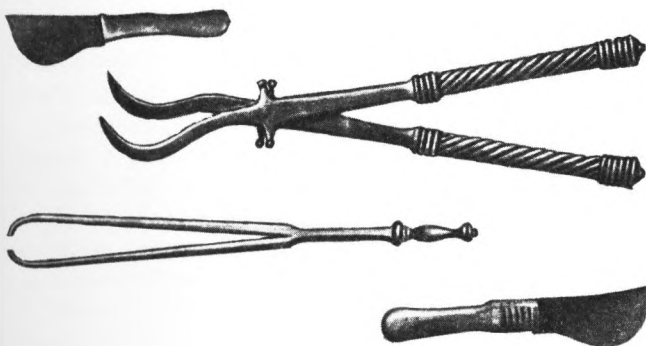
Chariot races were another favourite amusement of the Romans.

5. The significance of Roman culture. Roman culture was widespread not only in Italy but also throughout the enormous empire. Wherever the Romans went they built arches, aqueducts, amphitheatres and roads. Latin was spoken even in countries far from Rome. Many works by Greeks and oriental people were translated into Latin. For a long time all the educated people in Western Europe spoke and wrote in Latin. Even today minerals, plants and animals have Latin names in scientific literature which are understood by scientists of all countries. Doctors write out prescriptions in Latin. Many nations use the Latin alphabet. Many modern words come from Latin.

The thermae in Rome (reconstruction). The thermae had marble swimming pools with hot and cold water, gyms and even libraries. The walls, vaults and columns were marble, while the floors were covered with mosaic



1. An ancient half-ruined model of a multi-storey building in Rome. 2. Roman surgical instruments. Compare them with Egyptian surgical instruments shown on page 55. 3. Find where you have already seen this picture



2

3

The modern calendar adopted in many countries of the world was invented in Rome; Latin names of months have been retained. July was named after Julius Caesar, the next month after Augustus, September means "seventh", and October "eighth" (the year began with March in Rome).

Works by Lucretius, Virgil and other Roman authors strongly influenced European literature. They are published at the present time as well.

The arch and dome invented by the Romans were a major contribution to world architecture.

EXCAVATIONS OF THE CITY OF POMPEII

Pompeii was situated not far from the volcano Vesuvius. In the 1st century an eruption of the volcano began suddenly. An enormous amount of ashes was ejected from the crater. Pompeii was buried under a nearly 10 meter thick layer of ashes. Most of the population fled in time leaving its property. The people who lingered in the city perished including some slaves locked up in cellars.

Excavations were started in Pompeii in the 18th century. Now most of the city has been cleared of ashes. Streets, homes, the forum, amphitheatres, thermae and palaces were excavated (see col. photos XVI-XVIII).

- ?
1. Referring to the text and illustrations prepare a story about the life of a rich Roman.
 2. How and why did the expression "bread and circuses" arise? Recall what the poor demanded at the time of the Gracchi.
 3. What did the Romans like to watch best of all?
 4. Compare Rome in the age of the empire with Rome at the beginning of the republic. Refer to the text and illustrations.

THE DECLINE AND FALL OF THE ROMAN EMPIRE

§ 56. THE BEGINNING OF THE DECLINE OF THE SLAVE-OWNING ECONOMY AT THE END OF THE 2ND-3RD CENTURY AD

(Map 10)

Recall what work was assigned to the slaves in Rome (§ 49); how the slaves fought against the slave-owners (§ 35; 5).

1. How slaves worked. It was cheap for slave-owners to keep slaves but they worked very poorly. Productivity of slave labour was low, and quality of the products of their labour was even lower. Slaves who tilled the land did not care whether the harvest would be good or bad. Whatever harvest was grown they still received the same watery soup for dinner and rags instead of clothes. Slaves sought to work as little as possible and as poorly as possible. Hating their masters they broke implements and injured cattle.

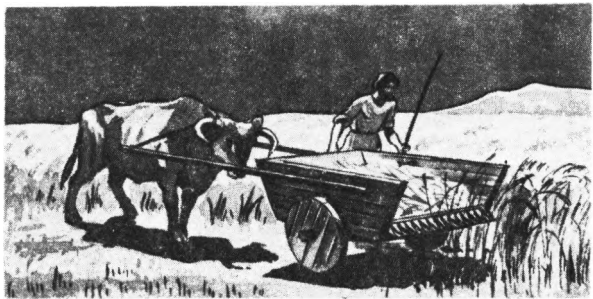
Here is how a Roman slave-owner described slave labour: "The slaves harm the fields immensely. They graze oxen and other cattle poorly. They plough the land poorly; they do not see to it that the seed planted in the ground grow well, steal grain themselves and do not guard it from other thieves."

2. Slavery: a brake on economic development. Slavery hindered the development of technology. Land tillers invented a complicated plough with a mouldboard for turning over the soil and a harvester pulled by oxen. However, slaves were not trusted to use the new expensive implements but were given the old ploughs and sickles. Poor cultivation exhausted the soil; fields which were fertile when cultivated by peasants became barren when worked by slaves. In crafts shops, mines and other trades slaves were provided with only simple and crude tools difficult to break. The quality of products deteriorated and trade shrank.

The fact that slaves began to do the main work in agriculture, livestock breeding and the crafts led the economy to a decline. The largest number of slaves was in Italy; the economic decline was particularly strong here.

Slave labour was no longer profitable for the slaveowners. In addition, it was dangerous to have many slaves. Slave-owners said: "You have as many enemies as you have slaves."

3. The coloni. Many land-owners divided their estates into small plots and leased them to free poor men in the 2nd century. Small lease-holders were called



1. A Roman harvester (reconstruction after ancient pictures). 2. An estate in 3rd century Italy. Compare it with the drawing on page 207. Indicate the changes which have occurred in the estate



coloni in Rome. The *coloni* gave part of the harvest to the land-owner leaving the rest for themselves. For this reason the *coloni* were interested in obtaining a larger harvest; they worked better than the slaves, cared for the cattle and implements better.

The poor *coloni* loaned implements, cattle and seeds from the land-owners. When they became debtors they could no longer leave the estate. Taking advantage of the situation the owners raised the rent.

4. Slaves with huts. Some slave-owners gave small plots of land and implements to the slaves and allowed them to keep their own household and have a family. They expected that slaves would work better, would not bring harm to their masters and would not try to escape. Such slaves were called *slaves with*

huts. In the cities the slave-owners permitted slaves to have small workshops and retail stalls; these slaves had to give a considerable part of their income to their master.

Although some of the slaves achieved an improvement in their position their life remained very difficult. As formerly they were at the mercy of their master and continued the struggle against the slave-owners. The *coloni* also took part in the struggle.

5. Uprisings in the empire. Uprisings occurred in different parts of the empire. They were particularly intense in the mid-3rd century.

Gaul was gripped by an uprising. The insurgents called themselves *Bagaudae*, fighters. The shepherds formed their cavalry and land tillers, the infantry. The *Bagaudae* burned slave-owners' houses and divided the property they captured among themselves.

A major uprising began in North Africa. The insurgents managed to capture several cities.

The craftsmen and the slaves revolted in Rome itself. They occupied one of Rome's hills. Fighting raged in the streets. Although the troops stormed the hill, they suffered huge losses.

A bitter struggle went on along the empire's frontiers simultaneously with the uprisings.

In the 2nd century the Roman Empire was still very powerful. However, slavery led the economy to a decline and weakened the empire.

- ? 1. Why did slavery hold back the development of technology and lead Rome's economy to a decline in the 2nd-3rd century? 2. What forced the estate-owners to lease their land to the poor and allow the slaves to have their own households? 3. In what way did the position of the *coloni* differ from that of the slaves? In what way did the position of the *coloni* differ from that of the peasants? 4. Who took part in 3rd century uprisings?

§ 57. THE WEAKENING OF THE EMPIRE IN THE 3RD CENTURY AND ITS STRENGTHENING UNDER EMPEROR DIOCLETIAN

(Map 10)

1. The barbarians attack the empire's frontiers. At the beginning of the Christian Era the lands to the east of the *Elbe River* were populated by the *Slavs*. The tribes of *Germans* lived between the *Rhine* and *Elbe*.

Germany was covered by dense forests and swamps. The clan settlements of the Germans were situated amid the forests and swamps. The clan would clear a plot of land from the forest. The elders would distribute plots among the clan members. The Germans grew barley and rye. Exhausting the soil in 2-3 years they had to clear a new field. The Germans grazed cattle in the forest. They did not know viniculture or horticulture.

As the other *barbarians*,¹ the Germans were attracted to the fertile plains and wealth of the empire. Whole tribes of Germans invaded the empire's possessions. Armed men advanced in front: the common warriors went on foot, the tribal chieftains and their men rode horseback. Heavy carts drawn by oxen moved behind the men. Women and children rode on the carts. Herdsmen drove the cattle.

While the empire was powerful it repulsed the barbarians' attacks. The Romans captured many barbarians and turned them into slaves.

2. The weakening of the empire. The power of the emperors became very shaky in the 3rd century. The legionnaires disposed of the emperor's throne, deposing emperors and putting on the throne those who promised them to pay more. Emperors were replaced every 2-3 years and sometimes even within months. Few of them died a natural death. Sometimes there were several emperors in the empire at the same time and they fought each other.

Mutinies among the troops and wars between emperors weakened the empire. In the mid-3rd century Gaul, Spain, Egypt and nearly all the provinces in Asia and on the *lower Danube* split away from Rome.

The weakened empire was unable to defend its boundaries. Hordes of Germans and other barbarians burst into its territory laying waste to the lands through which they passed.

3. The emperor's power under Diocletian. The slave-owners in Italy and the provinces were interested in retaining the empire. That was why they supported emperor *Diocletian* who resolutely and energetically strengthened the emperor's power.

Diocletian began as a common warrior, rose through ranks quickly and became the chief of the emperor's guards. In **284** the legions proclaimed him emperor. Diocletian ruled the empire for 21 years.

Diocletian abolished the republican posts still remaining under the empire. He governed through officials he appointed. The emperor's word was as good as law. Numerous *agents* known as the "curious ones" tracked down those who were dissatisfied. Diocletian proclaimed himself Jupiter's son. His statues were put up in the temples. Even the nobles had to bow down low before him. As a special favour the emperor allowed his foot or the golden hem of his clothes to be kissed.

In order to increase the size of the army and obtain a reliable force for fighting mutineers the emperor hired whole tribes of barbarians. He increased taxes from the population in order to maintain the army. Executing mutineers without mercy Diocletian strengthened discipline among the troops.

¹ *Barbarians*—the name given by the Romans and Greeks to the peoples whose language they did not understand. At present the word "barbarian" means an uncivilised and cruel person.

4. Uprisings suppressed. Diocletian's enormous army invaded Gaul burning settlements and killing their inhabitants. The Bagaudae suffered defeat in battle; the remaining insurgents sought refuge in a fortress. The legionnaires laid siege to it. Hunger forced the Bagaudae to surrender. Part of the prisoners were massacred, while the rest were turned into slaves together with their wives and children. Gaul's slave-owners glorified the emperor like a god.

With the help of local slave-owners Roman troops managed to put down the uprising in North Africa as well.

5. The empire's defences. Strongholds stood along the empire's boundaries in order to defend it from the barbarians. The Romans dug moats, raised dirt walls and set up wooden fences made of logs with sharpened ends. Towers rose over the walls from which sentries watched the surrounding territory. Roman legionnaires and barbarians hired for military service defended the frontier from other barbarians.

The Roman state succeeded once again in suppressing the resistance of the oppressed in the empire itself and repulse attacks on its frontiers.

- ? 1. Why did the barbarians attack the empire? 2. What were the signs of the weakening of the Roman Empire in the 3rd century? 3. By what means did Diocletian manage to strengthen the empire again? Do you think the empire grew stronger for long? 4. In what way did government under Diocletian differ from Augustus' government? The rule of what kings does Diocletian's rule resemble? In what ways? 5. How many years passed from the beginning of Augustus' rule to the beginning of Diocletian's rule?



1. Barbarians storming a Roman fortress (Roman relief). Compare the weapons of the Romans and the barbarians. 2. A Roman frontier stronghold: sentry tower, rampart and moat (drawing after an ancient Roman picture)

§ 58. THE RISE OF CHRISTIANITY

(Map 10)

Recall what was meant by life beyond the grave; what Egyptian myth do you know about the god who died and was resurrected; how did the myth arise (§ 11; 2 and 3)?

1. The reasons for the rise of the new religion. Uprisings by slaves, *coloni* and peoples conquered by the Romans suffered defeats; the empire seemed invincible. The oppressed lost hope that the struggle against the oppressors would result in liberation. Only death freed the slaves and the *coloni* from hard labour, humiliation and beatings. They lost faith in the old gods who did not relieve their suffering.

Faith in the kind and almighty god who would free them from oppression began to spread among the oppressed. They looked forward to the coming of that kind god.

2. The myth about Jesus Christ. Stories began to appear in the 1st century that god had lived in Palestine under the guise of man; his name was *Jesus Christ*. It was said that the Romans had crucified him. After his death Jesus had been resurrected and had risen into the heavens, but had promised to return and judge the people. He promised to reward in the future life those who suffered patiently on earth and recognised him as god. They would live in eternal bliss in heaven. The others would suffer eternally in hell. These stories arose on the basis of ancient myths about Osiris, about other gods who died and were resurrected and about the last judgement.

At the end of the 1st-2nd century the stories were written down. They were named the *Gospels*, the "good news" in Greek. The four books included in the New Testament tell about Jesus' life differently. There are many contradictions and incredible events in them. But it was what the oppressed were waiting for impatiently.

3. The spread of Christianity. The oppressed were eager to believe the comforting stories which promised to reward them for their suffering and punish their tormentors. The people who believed in the stories about Jesus Christ called themselves *Christians* and their religion *Christianity*.

Christian *preachers* went from country to country and from city to city. Christianity began to spread throughout the Roman Empire. At first the poor people and the slaves were Christians. They were people of different nationalities: Jews, Greeks, Romans, Egyptians, Gauls and many others.

The Christians recognised only one god and refused to worship the emperors like gods. The emperors persecuted them for this.

Christians founded *secret communities*. Members of the community helped each other, held joint suppers, prayed together and listened to the reading of the New Testament. They usually assembled in underground vaults or abandoned quarries (see page 238).

4. Rich people become Christians. The rich people attempted to use Christianity in their interests: *Christianity preached patience and submission and thereby distracted the slaves and the poor from the struggle against the slave-owners.* "Christianity makes a bad slave good," wrote one Christian preacher. In addition, life in the Roman Empire was fraught with dangers. People often lost not only their property but also their lives during uprisings, mutinies among the troops, and barbarian invasions. No one was sure of the future: everyone lived in constant fear. Both the poor and the rich sought consolation in the hope for eternal bliss after death. The rich people began to enter the Christian communities as well.

Frequent wars and the ruining of the empire led to a decline in education and science. The number not only of educated but even literate people decreased. This opened the way for the spread of religious beliefs among the population.

5. The Christian church. Wealthy Christians donated money for the needs of the community. They were usually elected *priests*—community leaders—and *bishops*, supervisors. The Christian communities of a whole area were to obey them.

By the end of the 3rd century Christianity was widespread in the Roman Empire. Christians in different cities were linked with each other. A secret organisation of Christians arose which included hundreds of communities and was ruled by bishops. It was called a *church*. The Christian church acquired immense influence on the empire's population.

? 1. Why did the faith in the coming of an almighty god arise and spread? 2. What was there in common between the myth about Jesus Christ and the myth about Osiris? Where else besides Egypt did you encounter the story of a kingdom beyond the grave? 3. Who were the original Christians? Why? How and why did they change subsequently? 4. What was called the Christian church?

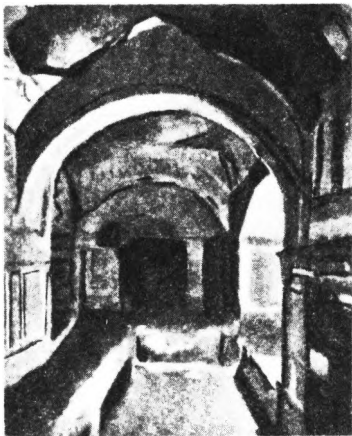
§ 59. FURTHER DETERIORATION OF THE SITUATION IN THE EMPIRE IN THE 4TH CENTURY

(Map 10)

Recall whose interests were defended by religion in the countries of the ancient East and in ancient Greece.

1. Oppression of the popular masses in the 4th century. After the reign of Diocletian the struggle for power erupted with fresh force in the empire. The military leader *Constantine* emerged victorious. He stopped at nothing to gain and retain power: he violated pledges and murdered his ally. He ordered his own son killed suspecting that the latter sought to win his throne.

Emperor Constantine was even more merciless with respect to ordinary people. To provide labourers for the landlords he prohibited the coloni from leaving estates. An escaped colonus would be returned in chains. It was considered



1

1. A cave where Christians gathered together secretly during the first centuries of Christianity's existence. 2. A Christian temple in Rome (5th century). *Compare the cave with the temple*



2

that a slave-owner who beat a slave to death was doing him good, because he wanted to reform him. Those who worked in the imperial workshops were branded like slaves.

The emperor's and nobles' luxurious life, an enormous army, numerous officials and agents required enormous means. Taxes were raised even more. Those who failed to pay taxes were lashed. For city dwellers not to avoid paying taxes it was prohibited for them to move to other cities and change their occupations. Children had to do the same jobs as their parents did.

2. Christianity: the dominating religion. Constantine realised that people could not be forced into submission only by lashing, chains and execution. The emperor saw that Christianity helped keep the exploited in subjection better than other religions. The Christian church had a great influence on the poor and the slaves and taught them: "Christ suffered on the cross and bid you suffer too, for which you will be rewarded in heaven after death", "The emperor's power was established by god himself", and "Slaves, obey your master in everything".

In 313 Constantine allowed Christians to assemble openly and build temples. The emperor and other slave-owners generously bestowed land, money and precious things on the Christian church. Soon the church became the largest land-owner and money-lender. But this wealth was disposed of not by all the members of the community but mostly bishops and priests.

Notwithstanding Constantine's incredible cruelty and perfidy the church proclaimed him a saint.

3. The capital transferred. Constantine built a city on the shore of the *Bosporus*. Formerly it was the site of the Greek colony *Byzantium*.

The city was named *Constantinople* which means the "city of Constantine". It was situated in the centre of the empire's eastern part at the junction of sea lanes and land routes. Despite the diminishing imperial treasury remarkable buildings were erected in Constantinople; these included Christian temples.

In 330 the empire's capital was transferred to Constantinople.

4. Destruction of monuments of art and persecution of science by the Christians. Enjoying the emperors' support the Christians began to persecute other religions. They broke statues of gods and destroyed ancient temples or turned them into Christian churches. Many invaluable works of art perished. At the end of the 4th century the emperor prohibited the holding of the Olympic games devoted to Zeus.

The Christians began a struggle against science because it contradicted the legends of the New Testament. They burned many manuscripts in the famous library of Alexandria and destroyed scholarly works in other cities. In the streets of Alexandria a crowd of Christians murdered the woman scholar *Hypatia*. Hypatia was one of the first scholars to die at the hands of the Christians.

5. The class struggle in the 4th century. Although Christianity kept part of the poor and the slaves from joining the struggle against the exploiters neither religion nor cruelty could completely suppress the resistance of the oppressed. The slaves and the coloni were led to despair by need and punishments and sought refuge in forests. City-dwellers also fled without waiting for the tax collector to arrive with the whip. Forming groups they attacked officials, slave-owners' estates and even cities. A bishop wrote with indignation: "...the insolence of the rural settlers towards their rulers has grown, and escaped slaves, contrary to the Christian teaching, not only leave their masters but also cruelly assail them."

The empire's economy was in total disarray. Trade almost ceased, many cities and areas were depopulated, particularly in the western part of the empire.

THE ROMAN EMPIRE'S LAWS CONCERNING THE COLONI

The interests of which class did the laws defend? How can you see it?

It is inhuman for the land to be deprived of its coloni and the latter to do great harm to land-owners stayin in other lands. That is why we lay down that the coloni must be attached to the land. The children of the coloni will not move to another village and must be attached forever to the land which their fathers once took to work.

Both the slaves and the coloni may be chained if they intend to escape.

- ? 1. By what means did Constantine try to strengthen the empire? 2. How did the position of the Christian church change in the 4th century? Why? 3. What was the attitude of the Christian church to science and works of art of the ancient world? How can you explain that attitude? 4. Draw a general conclusion of the role of religion in the ancient world. 5. How many years passed from the beginning of Diocletian's rule to the transfer of the capital to Constantinople?

§ 60. THE FALL OF THE WESTERN ROMAN EMPIRE

(Map 10)

Recall when the Roman Republic was formed; when the Roman empire was formed.

1. Barbarians step up attacks against the empire. While the empire grew weaker, barbarians stepped up their attacks against the empire's frontiers. The barbarian tribes united into strong alliances. Enormous though disorderly hordes of warriors assembled and stormed the Roman frontier fortifications.

The emperors were forced to pay gold for the barbarians to stop their invasions or hire other tribes to fight them. It became harder to collect the money from the impoverished population every year.

2. The Goths in the Roman Empire. An enormous horde of the nomadic *Huns* burst into Europe from the *steppes near the Caspian Sea* in the second half of the 4th century AD; they rode relentlessly on their hardy horses destroying everything in their way.

Not long before that the German tribes of *Goths* settled in the *northern Black Sea areas*. They failed to withstand the onslaught of the Huns and retreated to the banks of the Danube River.

The Goths obtained permission from the emperor to settle on the territory of the empire. Tens of thousands of Goths crossed over to the right bank of the Danube in boats and rafts with their wives and children. The imperial

1. A barbarian horseman (after an ancient Roman picture). 2. The gates in the fortress wall in Rome. In the 3rd century Rome was fortified by new, strong walls with towers



magistrates promised to supply the Goths with food but deceived them. The Goths had to sell themselves or their children into slavery to get a crust of bread. They revolted and moved towards Constantinople.

The emperor at the head of his troops advanced against the Goths. In 378 the insurgents defeated the Roman army near the city of *Adrianople*; the emperor was killed. The new emperor succeeded in bribing the Goth chieftains and ending the uprising. The Goths received land in the west of the Balkan Peninsula. The numerous and warlike Goths living in the centre of the empire posed a grave danger to it.

3. The empire divided. In 395 the Roman Empire was divided between two brother emperors. Two empires formed: the *Eastern* and the *Western*.

The Balkan Peninsula, Egypt and the Roman possessions in Asia were included in the Eastern empire. Italy and the western provinces in Europe and Africa remained in the Western empire.

The situation in the Western empire with its ruined inhabitants, and depopulated cities was more difficult than in the eastern empire; in addition it was engulfed by uprisings.

4. Goths take Rome. The Goths took advantage of the Western empire's weakness. Electing the warlike *Alaric* their chief, they invaded Italy. Rome's envoys attempted to frighten Alaric by pointing to the large number of the

city's defenders. He answered: "The thicker the grass, the easier it is to mow down."

No one would defend the empire. The emperor hid in a fortress; troops consisting mainly of barbarians were not reliable. The slaves and the coloni who hated the empire attacked the slave-owners' estates, assaulted the wealthy and officials.

The Goths reached Rome and laid siege to it. Alaric did not dare storm the impregnable fortress walls round the city. But the slaves opened the gates at night and the Goths burst into Rome. In **410** the largest city in the world at the time, before which the peoples of Europe, Asia and Africa had trembled for hundreds of years, fell to a disorderly crowd of barbarians almost without resistance. The Goths plundered Rome for three days. After that they left the empty city. (See col. dr. 22.)

5. The Germans invade the Western empire. After the Goths other German tribes invaded the Western Roman Empire. Encountering no serious resistance the Germans occupied Gaul, Italy, and Spain and from Spain invaded North Africa.

The Germans moved through the empire like a devastating hurricane. Settling on fertile lands they cut down vineyards to grow barley and rye and uprooted olive groves for pastures. The Germans destroyed palaces and temples to obtain stone for building fortresses. Many cities were completely destroyed and overgrown with grass and bushes.

In the mid-5th century the German tribes of *Vandals* crossed over from Africa to Italy and took Rome. The plundering and destruction of the city continued for two weeks. The Vandals broke statues, destroyed books and set fire to houses. Only 7,000 inhabitants remained in Rome after their invasion.¹

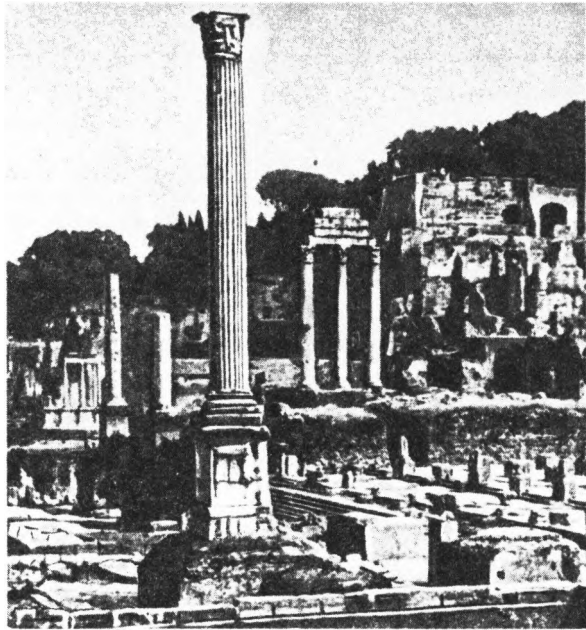
6. The end of the Western Roman Empire. In **476** one of the German chieftains deposed the last Roman emperor. The Western Roman Empire ceased to exist. The Eastern empire repulsed the barbarian onslaught with great difficulty.

The Western Roman Empire was destroyed by uprisings of the oppressed and barbarian invasions. The slave-owning system in Western Europe finally collapsed with the empire's fall. That is why the fall of the Western Roman Empire is regarded as the end of the history of the ancient world.

- ?** 1. Find in what parts of the Roman Empire there were uprisings in the 4th-5th centuries on the map. 2. Find the main directions along which the barbarians invaded the Roman Empire on the map. Why did their onslaught intensify in the 4th-5th centuries? 3. Why was the outstanding military leader Hannibal unable even to besiege Rome, while Alaric took the city? 4. What were the main reasons for the fall of the Western Roman Empire? 5. For how many years did the empire exist in Rome counting from Octavian's autocratic rule? How many years passed from the battle of Cannae to Alaric's seizure of Rome?

¹ The word "vandalism" which originated as a result of Rome's destruction by the vandals means destruction of works of art and other monuments of culture.

The Roman Forum and Palatine after excavations (photograph)



DO YOU KNOW THE HISTORY OF ANCIENT ROME?

Referring to the chronological table on page 244 define the four periods into which the history of ancient Rome is divided in the textbook and describe each according to the following questions:








- a) The territory of the Roman state at the beginning and at the end of the period; show it on the map.
- b) What changes in Rome's economy occurred as compared with the previous period?
- c) Between what classes (groups) of the population was a struggle waged?
- d) What form of government existed in the Roman state? What changes in government occurred during the period? Whom did the Roman army consist of and what changes occurred in it during the period?
- e) What important events happened during the period?

Description of separate periods in the history of Rome will help you trace the course of its history once again.

*Describing the separate periods fill in the table "History of Ancient Rome" according to the model below and the table "Basic Periods in the History of Greece":

Basic periods in Rome's history	Territory of the Roman state	Changes in the economy	Struggle among the population	Form of government	Most important events and dates

Chronological Table on the History of Ancient Rome

Basic periods	Century	Main events and dates	
The forming of the Roman slave-owning state	VIII BC	753 BC Rome was founded according to a legend	
	VII BC		
	VI BC	509 BC Establishment of the republic in Rome	
	V BC		
	IV BC		
Rome becomes the strongest power in the Mediterranean	III BC	218-201 BC Second Punic War	
	II BC	133 BC Tiberius Gracchus' land law	
	I BC	74-71 BC Spartacus' uprising	
The fall of the republic. The empire in the period of its might	I BC	49 BC Caesar seizes power in Rome	
	I	30 BC	
	I	14 AD Octavian's reign	
Decline and fall of the Roman Empire	II	115-116 Rome's last conquests under emperor Trajan	
	III	284 The beginning of Diocletian's reign	
	IV	395 The empire divided	
	V	410 Goths take Rome	
	V	476 The fall of the Western Roman Empire	

CHECK HOW YOU HAVE LEARNED THE MOST IMPORTANT THINGS IN THE HISTORY OF THE ANCIENT WORLD

The population of all the countries in the world initially lived under the primitive communal system.

The transition from the primitive communal system to the slave-owning system began in the countries of the ancient East.

Large states with the king's unlimited power arose in the East.

The peoples of the ancient East played a major part in the development of the whole world's economy and culture.

In Europe the slave-owning system arose initially in Greece. It was more developed here than in the countries of the East.

The Greek city-states spread widely along the shores of the Mediterranean and neighbouring seas.

Ancient Greek culture flourished.

Greco-Macedonian states formed in the Eastern Mediterranean and the slave-owning economy began to develop faster.

The interaction between Greek and Eastern culture resulted in a new upsurge in science and the arts in the Eastern Mediterranean.

The Roman state was the largest state in the ancient world.

What are the basic features of the primitive communal system? What did the primeval people learn about and what did they learn to do?

The inhabitants of which countries in the ancient East began the transition to the slave-owning system first? Explain why the transition to the slave-owning system began in these countries. When approximately did it begin? What classes emerged in the countries of the ancient East.

Why did states appear with the forming of classes? What large states in the ancient East do you remember? Show them on the map.

How did the peoples of the ancient East contribute to the development of agriculture, livestock breeding, the crafts, scientific knowledge, writing and the arts?

When did the transition to the slave-owning system occur in Greece? What were the reasons for the transition? When did this system reach the peak of its development here? What were the peculiarities of the slave-owning system in Greece as compared with the countries of the East?

What were the main differences between the ancient states in Greece and in the East? What common purposes did the Greek and Eastern states have?

What were the causes of the rapid development of Hellenic culture? What marked the flourishing of science, the arts and education in ancient Greece?

When did Alexander undertake his expedition to the East? Name and show on the map the largest states which arose as a result of Macedonian conquests. What changes occurred in the life of the peoples of the East as a result of Macedonian conquests?

What marked the upsurge in culture in the Eastern Mediterranean in the 3rd-2nd century BC? Point out examples.

When did the Roman Republic arise? When was the empire established in Rome? When did the territory of the Roman state reach its largest extent? The ter-

ritory of what states existing earlier and known to you did it include?

The Romans widely used the cultural achievements of other peoples of the ancient world and made a major contribution to the development of its culture.

The slave-owning system achieved unprecedented development in Rome. The development of the slave-owning system led to the destruction of the Roman state.

What did the Romans borrow from the culture of the subjected peoples? What is the significance of Rome in the development of world culture?

Prove that the slave-owning system reached its greatest development in Rome. What were the causes of such development? Point out instances when the republic and the empire in Rome fulfilled the basic functions of the slave-owning state. Why and how did the development of the slave-owning system lead to a decline in the economy and the fall of the Roman Empire?

RECALL THE ORIGIN OF THESE WORDS AND PHRASES AND THEIR MEANING

Achilles' heel

Vandalism

Barbarians

Veto

The Gordian knot

Woe to the vanquished

Geese saved Rome

Draconian laws

The lot is cast

Laconic speech

The Marathon race

Maecenas

To cross the Rubicon

Pyrrhic victory

Veni, vidi, vici

Divide and Rule

With the shield or on the shield

The Spartan way of life

The Trojan horse

Bread and circuses

Turn your style more often

CONCLUSION

You have learned about the long and difficult road traversed by humanity in more than two million years. At the beginning, people resembled animals and could hardly procure the barest means of subsistence. As a result of intense labour and life in groups the primeval people not only withstood the gruelling struggle against nature but developed themselves improving their implements of labour and activities and gained the first knowledge of nature. People lived under the primitive communal system which knew neither exploitation of man by man nor classes nor state. Difficulties in primitive people's lives and insufficient knowledge resulted in the emergence of religion.

Development of implements of labour and activities of primitive people made human labour more productive than earlier and created the possibility of some people exploiting others. This led to the rise of classes and the establishment of the slave-owning system.

The slave-owning system brought people incalculable suffering: the most cruel oppression, bitter humiliation, wars with great bloodshed and devastation. But the transition from the primitive communal system to the slave-owning system was a major step forward. Implements of labour were so simple in ancient times that only physical strength was required to work with them. It was possible to widely use slave labour in mines, shops, on ships and in agriculture. The use of labour of numerous slaves and poor people enabled deserts and wilderness to be turned into fields and gardens, cities to be built, the seas and oceans to be sailed by vessels. Exploitation of slaves and poor people enabled other persons to engage in science and the arts. The writing, science and art created in ancient times served as the basis for the subsequent development of world culture.

The development of the slave-owning system led to its inevitable demise. Slave labour ousted free labour. The quality of slave labour was very low, improvements in technology were almost impossible with slave labour. The slave-owning system not only was a brake on the further development of the economy and culture but also led to their decline. The class struggle of the oppressed weakened the slave-owning states.

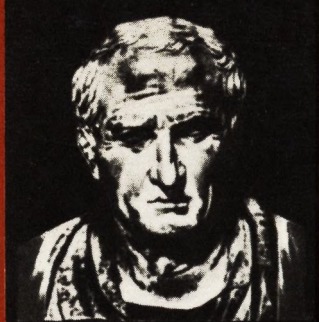
Destroying the slave-owning system the popular masses cleared the way for the further development of the economy and culture.

REQUEST TO READERS

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